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ABSTRACT

Three hundred and twenty-seven citations from 1937-1980 are listed in this selective annotated bibliography on ethnographic and qualitative research techniques. It is intended for the novice ethnographer. Listed publications consist of papers, books, journal articles, reports, and workshop notes. The volume is arranged in six parts. Part one focuses on ethnographic methodologies for research. These references deal with theories and models for such research from the fields of education, anthropology, and ethnography; data collection such as interviewing and participant observation; applications of these theories and methods in evaluation studies; and the problems and issues specific to ethnographic research. Part two concentrates on the role and responsibility of the ethnographer, especially the ethnographer's training, field experiences, ethical questions faced in practice, social responsibility, and contributions to education and society. Part three offers ethnographic perspectives in the studies of schools, classrooms, and educational administration. Part four is devoted to the application of ethnographic research and methodologies in studies of educational systems of other societies and cultures. Part five deals with ethnographic studies of current problems in schools and issues such as community drug addiction, womens' rights, and education in prisons. Part six briefly lists additional bibliographies. (Author/NE)

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Ethnographic and Qualitative Methods In Educational Research: A Selected Annotated Bibliography

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Edited by

Michael H. Kaplan

Diane Galbreath

Caroline Vargas

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PREFACE

The Mid-Atlantic Center is engaged in a series of research and evaluation efforts in the field of community education. One of our projects involved an evaluation which emphasized naturalistic inquiry techniques. We are also looking into ethnographic case study techniques in an attempt to conduct in-depth studies of community education programs at the local level. In the process of reviewing relevant literature, several members of our research team began to review and summarize key writings. The present document represents a very selective group of writings. There is a growing body of available literature on qualitative research techniques. In addition, there are several bibliographies an individual might examine. Our goal was to assemble a brief but comprehensive assortment of sources the novice ethnographer could find useful. This document is organized into several categories which seemed to us to represent what was available in the literature. Please share your reactions and ideas with us.

M.H.K.

Charlottesville, Virginia

June, 1980

I. Ethnographic Research and Evaluation Methods and Techniques

These references focus on ethnographic methodologies for research: they deal with theories and models for such research from the field of education, anthropology and ethnography; data collection techniques such as interviewing and participant observation; applications of these theories and methods in evaluation studies; and with the problems and issues specific to ethnographic research.

1. Alexander, Robin Ruth. "The Cultural Climate of the Arts in Schools: Beyond the Color Wheel and the Bust of Beethoven Using Ethnographic Techniques", A Paper presented at the American Educational Research Association, April 9, 1980.

2. Aikenhead, Glen S. "Using Qualitative Data in Formative Evaluation", Alberta Journal of Educational Research 25(2): 117-29, June 1979.

3. American Anthropological Association. Two Way Mirror: Anthropologists and Educators Observe Themselves and Each Other, Washington, D.C.: Anthropology Curriculum Project, 1972.

   Annotated in: Rosenstiel, A. Education and Anthropology.

4. Atkin, J. Myron. "Practice Oriented Inquiry: A Third Approach to Research in Educaton", Education Research 2(7): 3-4, July 1973.

5. Atkinson, Michael. "A Precise Phenomenology for the General Scholar." Journal of General Education 23(4): 261-97, February 1972.

6. Notes from Session 9 Research workshop on Educational Organization; Case Studies and Elite Interviewing as Methods of Investigation. Thursday, April 19, 1979. Ashe Annual Meeting - J. Victor Baldridge.

   These notes support the notion that case studies provide a legitimate and valuable approach to research. The author supports this assertion by explaining the logic behind case study research. It focuses on the organization rather than the individual, offers more potential for indepth investigation, can be used to study and contrast several institutions, and affords multiple sources of data which can provide various perspectives on the subject of study. In addition to these statements, the author offers detailed suggestions for carrying out case studies - techniques for interviewing, synthesizing information, and presenting a comprehensive and valid summary of the research findings.

7. Beaglehole, Ernest. "A Note on Social Change and Education: The Study of Values." Journal of Educational Sociology 29(7): 316-320, March, 1956.

   Annotated in: Rosenstiel, A. Education and Anthropology.

8. Becker, Howard and Blanche Geer. "Participant Observation and Interviewing: A Comparison." Reprinted in Qualitative Methodology: Firsthand Involvement with the Social World. (Edited by William J. Filstead. Chicago: Markham, 1970, pp. 133-142.

9. Becker, Howard S. "Problems of Inference and Proof in Participant Observation." American Sociological Review 23(6): 652-660.

Analytic methods used in participant observation are discussed in order to clarify the basic operations of the methods and to enable a more systemized method of dealing with descriptive data. Distinct stages of field analysis are delineated as they would be carried out sequentially. New modes of reporting fieldwork are introduced in hopes of giving greater access to data and making the process by which conclusions are reached more substantiated.

10. Becker, Howard S. "Problems of Inference and Proof in Participant Observation." American Sociological Review, (December, 1953) 23(6): 652-660.

    In this article the author uses his study of medical students in a specific school to describe the method of participant observation used for this particular study. The author describes three stages: selecting concepts for study, defining the problem for investigation and constructing a theoretical mode to account for a particular event. For each category, the author outlines specific steps and techniques as well as possible problems. The author suggests that "participant observers" should emphasize the formulation and systemization of the operations used in order to give qualitative research a more "scientific" look. Also, he suggests the introduction of new modes of reporting results so that the reader has greater access to the data and procedures on which the conclusions are based.

11. Bee, Robert L. Patterns and Processes: An Introduction to Anthropologocial Strategies for the Study of Socio-cultural Change. New York: The Free Press, 1974.

    Annotated in: Rosenstiel, A. Education and Anthropology.
    Contents:
    1. Some Facets of the Study of Change
    2. Sociocultural Evolution: The Early Protagonists
    3. The Historicist Approach
    4. Acculturation
    5. Of Evolutionism, Functionalism, and Historicism
    6. Six Variations on an Evolutionary Ecological Theme
    7. Psychocultural Processes: Individual Behavior as a Level of Analysis
    8. Entepreneurs, Brokers, and Decision Making
    9. Some Concluding Observations.

    Through this book the author summarizes, compares, and contrasts several of the major anthropological approaches for the study of socio-cultural change. He also examines the processes of change involved in these different approaches.

12. Bennet, John W. "Survey Research and Sociocultural Anthropology." Survey Research and the Social Sciences, (Edited by Charles Glock) New York: Russell Sage Foundation, 1967, pp. 269-314.

    Annotated in: Rosenstiel, A. Education and Anthropology.

13. Bennet, John W. "The Study of Culture: A Survey of Technique and Methodology in Field Work." American Sociological Review 13(1948): 672-689.

Annotated in: Rosenstiel, A. Education and Anthropology.

14. Berreman, G. D. "Ethnography: Method and Product." Introduction to Cultural Anthropology, (Edited by J. A. Clifton) Boston: Houghton Mifflin, 1968.

15. Biddle, Bruce. "Methods and Concepts in Classroom Research." Review of Educational Research 37: 337-357.

16. Bienenstock, Theodore and William C. Sayres. Contributions of Sociology and Anthropology to Education. Albany: University of the State of New York, State Education Department, 1961.

17. Biklen, Sari Knopp. "Qualitative Research and the Study of Social Change in Education." A Paper Presented to the Annual Meeting of the American Educational Research Association, Boston, 1980.

18. Bloom, B. S. "Toward a Theory of Testing Which Includes Measurement, Evaluation and Assessment." M. C. Whitlock and D. E. Wiley (eds.) The Evaluation of Insturuction. New York: Holt, Rinehart and Winston, 1970.

19. Bodgan, R. and S. J. Taylor. Introduction to Qualitative Research Methods. New York: John Wiley and Sons, 1975.

20. Brameld, Theodore. "The Meeting of Educational and Anthropological Theory," in Education and Anthropology. George Spindler, ed. Palo Alto: Stanford University Press, 1955.

Annotated in: Burnett , J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

21. Brandt, Richard M. Studying Behavior in Natural Settings. New York: Holt, Rinehart and Winston, 1972.

Contents:
1. Naturalistic Study - Nature and Need
2. Ethical Issues in Naturalistic Study
3. The Place of Theory and Purpose
4. Measurement Through Observational Procedures
5. Non- observational Instruments
6. Four Naturalistic Cases
7. School Learning and Behavior
8. School Environment
9. The Observer and His Tools

22. Brauner, Charles J. "The First Probe" in Four Evaluation Examples: Economic, Anthropological, Narrative and Portrayal. (AERA Monograph on Curriculum Evaluation). Chicago: Rand, McNally and Company, 1974.

23. Brofenbrenner, Urie. "The Experimental Ecology of Education." Educational Research 9: 5-15, 1976.

24. Bruyn, Sweryn T. The Human Perspective in Sociology: The Methodology of Participant Observation. Englwood Cliffs, New Jersey: Prentice Hall, 1966.

25. Bruyn, Severyn. "The Methodology of Participant Observation." Human Organization 22(3): 224-235, Fall 1963.

The role of participant observer is reviewed as it has been defined by various researchers in an effort to examine the technique of this methodology. Epistemological backgrounds of the technique and the various kinds of scientific data which researchers encounter are discussed. The need for re-examination of the scientific standards or guides to participant observer research are delineated and discussed.

26. Bromley, Yu and O. Shkaraton. "The General and the Particular in Historical, Ethnographical and Sociological Research." Current Anthropology 13(5), December 1972.

This paper discusses the interlinks between the sciences of history, ethnography and sociology and the problematic aspects of defining the areas of knowledge involved in each. Their common object of study is the development of human society. There are overlapping zones of knowledge and specific features used in research. Special attention is given to the relationship between history and ethnography as these relate to the discipline of sociology.

28. Burnett, Jacquetta H. "Anthropology in Relation to Education." American Behavioral Scientist 23(2): 237-74, December 1979.

29. Burnett, Jacquetta Hill. "Event Analysis as a Methodology for Urban Anthropology" in Final Report: Cultural and Structural Determinants of Occupational and Educational Problems of Young Puerto Ricans in Chicago. Urbana: Bureau of Educational Research, University of Illinois, 1972.

Annotated in: Burnett, J. H. Anthropology and Education.

30. Burns, Allan F. "On the Ethnographic Process in Anthropology and Education." Anthropology and Education Quarterly 7(3): 25-33, August, 1976.

31. Clark, Woodrow W. Jr. "Qualitative Methods in Educational Evaluation." Paper presented at the Symposium, From Research to Evaluation." 74th Annual Meeting of the American Anthropological Association, San Francisco, California, December, 1975.

Annotated in: Rosenstiel, A. Education and Anthropology.

32. Cohen, Yehudi A. "The Shaping of Men's Minds: Adaptations to Imperatives of Culture." Anthropological Perspectives of Education. Murray Wax, Stanley Diamond, and Fred Gearing (eds.) New York: Basic Books, 1971.

Annotated in: Burnette Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

33. Comitas, Lambros and Janet Dolgin. "On Anthropology and Education: Retrospect and Prospect.: Anthropology and Education Quarterly 9(3): 165-80, Fall, 1978.

34. Cook, Thomas D. and Charles S. Reichardt. Qualitative and Quantitative Methods in Evaluation Research, Volume I. Beverly Hills, California: Sage Publications.

35. Dean, John P. and William F. Whyte. "How Do You Know the Informant is Telling the Truth?" Human Organization 17: 34-38.

36. Debenham, A.I.S. "An Introduction to the Use of Case Studies." Bacie, J. 24(4): 89-98, September, 1970.

37. Denny, Terry. "Story Telling and Educational Understanding." Paper #12 in Occasional Paper Series. Kalamazoo, Michigan: Evaluation Center, College of Education, Western Michigan University, November, 1978.

This paper concerns a case study method which the author calls story telling or journalistic documentation. This ethnographic approach cites the usefulness of story telling in the understanding of our problems in education. Discussion of the aspects of field-work which underly story telling and hints for undertaking this research approach make this a very practical guide for setting the stage and engaging in the process.

38. Donovan, James L. "An Approach to Case Studies." Training and Development Journal 29(3): 9-14, March, 1975.

39. Douglas, Jack. Investigative Social Research. Beverly Hills, California: Sage Publications.

40. Eisner, Elliot W. "The Use of Qualitative Forms of Evaluation For Improving Educational Practice." Educational Evaluation and Policy Analysis 1(6), Nov.-Dec., 1979.

Eisner descusses the limitations of the sole use of conventional science-based methods of evaluation which focus almost totally on the product of a process while neglecting the conditions and interactions which led to the product.
Issues of concern and theoretical problems regarding the use of more qualitative forms of evaluation are shared.

41. Erickson, Frederick. "The Cycle of Situational Frames: A Model for Micro-ethnography in Urban Anthropology." Paper presented at Midwest Anthropology Meeting, Detroit, April, 1971.

42. Erikson, Frederick. "Some Approaches to Inquiry In School-Community Ethnography." Anthropology and Education Quarterly. 8(2), May 1977.

Erikson discusses differences in "qualitative" and "quantitative" types of research and suggest strategies for identifying qualitatively derived models and data that could be used in collaboration with quantitative research. He urges researchers of both orientations to seriously seek a better understanding of the other's expertise.

43. Erikson, Frederick. Mere Ethnography: Some Problems in its Use in Educational Practice (text of address to Council on Anthropology and Education, L. A. 1978).

This article is a response to a sociologist's cryptic description of this research tool as "mere ethnography." Erikson confirms some of the limitations (mereness) of ethnography as it is being used and calls for moving from doing "fieldwork in the study of education to doing work in the field of education." He suggests that the participant observer role is more observer than participant and urges ethnographers to become involved in action that sets the course for responsible change in communities and schools.

44. Fienberg, Stephen. "The Collection and Analysis of Ethnographic Data in Educational Research." Anthropology and Education Quarterly 8(2): 50-7, May 1977.

45. Filstead, W. J. Qualitative Methodology: Firsthand Involvement with the Social World. Chicago: Markham, 1970.

Contents:
Part I: Concern with the Present Direction of Sociology (4 chapters)
Part II: Fieldwork Roles: Contact, Entrance and Rapport (3 chapters)
Part III: Collection of Data (6 chapters)
Part IV: Analysis of Data (3 chapters)
Part V: Problems of Validity and Reliability (3 chapters)
Part VI: Ethical Problems in Field Studies
Part VII: Qualitative Methodology and Theory (5 chapters)

This book deals with the issues and problems of using qualitative methodology to investigate social phenomena.

46. Fitzsimmons, Stephen J. "The Anthropologist in A Strange Land." Human Organization 34 (2), Summer 1975.

One aspect of a comprehensive Federally Funded research plan (PROJECT RURAL) is discussed as anthropologists involved in a 5 year study of educational change in 10 selected rural communities work in a new set of complex relationships involving the federal government and a private research firm.

Key issues involved in public policy research are discussed from the standpoint of the anthropologist using ethnographic methodology.

Particular focus is given to concerns such as these: Principles Regarding Site Case Studies, obligations of Core Staff to On Site Researchers - Ancillary Support to Case Studies, Coordination, Products and Reports, Relations with the Government.

The future application of ethnographies to federally sponsored social research is discussed.

47. Floud, Jean and A. H. Halsey. "Education and Social Structure: Theories and Methods." Harvard Educational Review 29(4): 288-296, Fall, 1959.

    Annotated in: Rosenstiel, A. Education and Anthropology.

48. Foster, P. "Review of Anthropological Perspectives on Education." M. Wax et al. (eds.). American Journal of Sociology 78: 489-92, 1972.

49. Frakes, C. O. "The Ethnographic Study of Cognitive Systems" in Theory in Anthropology, R. A. Manners and D. Kaplan (eds.). Chicago: Aldine, 1968.

50. Gillin, John. "The Application of Anthropological Knowledge to Modern Mass Society." Human Organization 15(4): 24-29, Winter, 1957.

    Annotated in: Rosenstiel, A. Education and Anthropology.

51. Glaser, B. G. and Straus, A. L. The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine, 1967.

52. Glaser, Barney G. "The Constant Comparative Method of Qualitative Analysis." Social Problems 12: 436-445.

    Discusses two current approaches to the analysis of qualitative data and suggests a third approach which combines the coding procedure and style of theory development from the first two. This approach constantly compares incidents on the basis of their similarities and differences and tends to generate theories of process, sequence and change.

53. Goldschmidt, Walter. "An Ethnography of Encounters: A Methodology for the Enquiry Into the Relation Between the Individual and Society." Current Anthropology 13(1): 59-78, 1972.

    This paper defines and discusses a new form of ethnographic reporting which the author calls the Ethnography of Encounters. He uses two narratives drawn from reportings of the Sebei of Uganda to illustrate the use of social encounters in reformulating theoretical constructs of human behavior and the organization of society. Finally, he suggests the need for a corpus of literature reporting about human interpersonal actions as they take place around certain events in diverse cultures so that a better understanding of human behavior is realized. A series of commentaries from other anthropologists accompany the paper.

54. Goock, William J. and Paul K. Halt. Methods in Social Research. New York: McGraw Hill.

55. Guba, Egon G. Toward a Methodology of Naturalistic Inquiry in Educational Evaluation. CSE Monograph Series in Evaluation (#8), Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, University of California, 1978.

Contents:
1. Introduction
2. The Nature of Naturalistic Inquiry
3. The Utility of Naturalistic Inquiry for Educational Evaluation
4. Selected Methodological Problems of Naturalistic Inquiry
5. Summary

56. Hall, Budd L. "Participatory Research: An Approach for Change." Convergence 8(2): 24-31.

The author advocates the use of participatory research simply because man is a social animal; this mode of research is more consistent with adult education principles, more directly related to action and more scientific. In addition to a partial list of short comings, the author describes an alternate qualitative strategy and explains some of the principles of participatory research.

57. Harris, Marvin. "Economics, Ethics and the New Ethnography" in The Rise of Anthropological Theory. New York: Cromwell, 1969.

58. Janni, Francis A. J. "Field Research and Evaluation Technology." Research Bulletin. (Horace Mann-Lincoln Institute) 17(2): 1-7, January, 1977.

59. Immegart, Glenn L. Guides for the Preparation of Instructional Case Materials in Educational Administration. Columbus, Ohio: The University Council for Educational Administration, 1967.

60. Kay, Paul "Some Theoretical Implications of Ethnographic Semantics." Paper read at annual meeting of American Anthropological Association, Nov. 23, 1969.

Evidence is presented which refutes basic misconceptions about ethnosemantics as a technique of anthropological field work including participant observation. Ethnographic semantics seeks to understand human cognition through the study of meanings of words and their role in cognitive systems. The paper discusses the meaning of ethnosemantics by systematically exploring what it is not.

61. Kimball, Solon T. "Darwin and the Future of Education" Culture and the Educative Process. New York: Teachers College Press, 1974, pp. 59-74.

Annotated in: Rosenstiel, A. Education and Anthropology.

62. Kimball, Solon. "The Method of Natural History and Education Research." in Education and Anthropology. George D. Spindler (ed.) Palo Alto: Stanford University Press, 1955 c.

Annotated in: Burnett, J. H. Anthropology and Education.

63. Kimball, Solon T. "The Method of Natural History and the Social Studies." Social Education. 32(2): 123-127.

Annotated in: Burnett , J. H. Anthropology and Education.

64. Junker, B. H. Fieldwork, An Introduction to the Social Science. Chicago: University of Chicago Press, 1960.

Contents:
1. The Meaning of Fieldwork
2. Observing, Reading and Reporting
3. The Fieldwork Situation: Social Roles for Observation
4. Fieldworker's Adaptation
5. Learning to do Fieldwork
6. Social Science, Training for Fieldwork, and Living in Society.

65. Khleif, Bud B. "Issues in Anthropological Fieldwork in the Schools." in Education and Cultural Process, Toward an Anthropology of Education. George D. Spindler (ed.) New York: Holt, Rinehart and Winston, 1974, pp. 389-398.

Annotated in: Rosenstiel, Education and Anthropology.

66. Kimball, Solon T. "An Anthropological View of Social Systems and Learning" in Cultural Relevance and Educational Issues: Readings in Anthropology and Education. Francis A. J. Janni and Edward Storey (eds.) Boston: Little, Brown and Co., 1973 (orig. 1963).

Annotated in: Burnette, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

67. Koppelman, Kent L. "The Explication Model: An Anthropological Approach to Program Evaluation." Educational Evaluation and Policy Analysis 1(4): 59-64, July-August 1979.

68. LaBelle, Thomas. "An Anthropological Framework for Studying Education." Teachers College Record 73(4): 519-538, May 1972.

The author's purpose is to offer a cultural perspective on the school and the teaching-learning process. In this article he identifies those areas in which educational anthropologists are most active and the kinds of insights that a cultural perspective on the school might contribute to a greater understanding of the teacher-learning process. These overlapping/ inter-related areas include enculturation and schooling, the school as focus for cultural learning, the culture concept, and the culture conflict and the applied educational anthropologist.

Based on his observations the author feels that the teacher must systematically investigate the cultural background of the students in order to facilitate their learning processes. These investigators promote continuity for the child and increase the likelihood that recognized and unrecognized activites will transmit the intended messages to the learner.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

69. Levine, Gene N. "Some Concluding Remarks: Research Among Racial Cultural Minorities." Journal of Social Issues. 33(4): 175-8, February, 1977.

70. Light, Donald Jr. "Surface Data and Deep Structure: Observing the Organization of Professional Training." Administrative Science Quarterly 24(4): 551-59, December, 1979.

71. Lutz, Frank W. and Margaret A. Ramsey. "The Use of Anthropological Field Methods in Education." Educational Researcher 3(10): 5-8, November, 1974.

Annotated in: Rosenstiel, A. Education and Anthropology.

72. McCall, G. and J. L. Simmons. Issues in Participant Observation. Reading, Massachusettes: Addison, Wesley, 1969.

73. McGoodwin, James R. "No Matter How We Asked Them, They Convinced Us That They Suffer." Human Organization 37(4): 378-383, 1978.

In this paper, McGoodwin tested the proposition of an ethnographer's being influenced by what is asked of persons interviewed. He bases his own presentation on the classic Tepoztlan study which was pervaded by two opposing underlying questions from two researchers: "From what do you suffer most and what do you enjoy most?" His conclusion at the end of a study of a small Mexican village was that what the ethnographer asks is not as influential as whom he asks in reaching the overall impression of a community. Summary charts are given which could be useful methodological techniques as well as providing data supporting his conclusions.

74. Masemann, Vandra. "Anthropological Approaches to Comparative Education." Comparative Education Review 20(3): 368-80, October, 1976.

75. Manning, Peter K. "Metaphors of the Field: Varieties of Organizational Discourse." Administrative Science Quarterly 24(4): 660-71, December 1979.

76. Maynard, Eileen. "The Growing Negative Image of the Anthropologists Among American Indians." Human Organization 33(4): 402-403, Winter, 1974.

Discussion of the negative image regarding the anthropologist in the Indian community is presented in this paper. Major charges coming from the Indians concern "the motivations of the anthropologist, dissemination of research results and benefits of the research to the Indians". Maynard calls for a redefinition of the anthropologist's role on the Indian reservation; one alternative suggested is toward applied anthropology and the other toward a service role in the community coupled with the research role in order to redeem the anthropologist's image.

77. Mead, Margaret. "A Redefinition of Education." NEA Journal 48(1959): 15-17.

The author distinguishes between "vertical" (from one generation to its heirs) and "horizontal" (between peers) education, and advocates the latter. She suggests that universal education ought to aid the

individual in coping with social and technological change. Since the traditional "vertical" systems fail to meet this goal, the informed should teach the "uninformed" regardless of age.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

78. Merton, Robert. "Selected Problems of Fieldwork in the Planned Community." American Sociological Review. 12: 304-317.

79. Messerschmidt, D. A. "Problems of Role and Method On Site: A Case Study." Paper presented at the Annual Meeting of the American Anthropological Association, 1975.

80. Miles, Matthew B. "Qualitative Data as an Attractive Nuisance: The Problem of Analysis." Administrative Science Quarterly 24(4): 590-601, Dec. 1979.

81. Mintzberg, Henry. "An Emerging Strategy of Direct Research." Administrative Science Quarterly 24(4): 582-89, December, 1979.

82. Mosher, Edith K. "State Decision-making for Federal Aid to Education: Methodological Consideration," Prepared for Session of the Special Interest Group on Politics of Education at the Annual Meeting of the American Educational Research Association, Chicago, Illinois (April 5, 1972).

This presentation focuses on the individual case study as an exercise in scientific inquiry and examines some to the characteristics of case study methodology. Based on her participant observation experiences the author outlines a "disciplined configurative approach" which stresses the importance of establishing the boundaries of the study, the ability of the researcher to put the case study within a larger and relevant context, as well as his/her ability to develop a focus with both explanatory and descriptive relevance. She also suggests a number of techniques for the researcher to avoid a personal bias.

83. Mouley, George J. The Science of Educational Research. New York, New York: D. Nostrand Co., Litton Education Publishing Co., Inc., 1970.

84. Myers, Vincent. "Toward a Synthesis of Ethnographic and Survey Methods." Human Organization 36(3): 244-251, Fall 1977.

This article discusses breakthroughs made in methodological problems of research through the synthesizing of ethnographic and survey methods. A survey is described in which 1800 interviews were conducted among low income minority groups in order to provide information to agencies regarding attitudes and behaviors of Job Corps enrollees. Excerpts from diaries of research team members are illustrated.

85. Nelson, Hal. "Interviewing and Observational Techniques in Social Science Fieldwork." Journal of Georgraphy 76(3): 94-99, March, 1977.

86. Orenstien, Henry. "Accumulation and Disjunction in Ethnographic Method." Human Organization 30(3): 267-276, Fall, 1971.

The focus of the paper is on organizing field data and assigning priority as to its usefulness depending on the ethnographer's "frame of reference." The interaction of the empirical work and the ethnographers beliefs and assumptions are discussed as sometimes resulting in a "disjunction in one's frame of reference and the field of investigation." The discussion is illustrated against the backdrop of ethnographic research in the state of Maharashtra, India in 1954-55 and 1961.

87. Overholt, George E. and William M. Stallings. "Ethnographic and Experimental Hypotheses in Educational Research." Educational Researcher 5(8): 12-14, Sept. 1976.

In this article the authors compare and contrast ethnographic hypotheses versus the traditional experimental hypotheses. The authors seek certain advantages in the ethnographic process: the hypothesis is generated after some set of observations have been made in the field. These hypotheses are relevant to specific details and relationships and are also relevant to a specific culture, but not necessarily to culture in general. The authors suggest that the ethnographic process is actually abductive inference and suggest a specific scheme to follow. They suggest that empirical/experimental research could logically follow the ethnographic process in order to test those hypotheses inferred by the field research.

88. Patton, Michael Quinn. Qualitative Evaluation Methods. Beverly Hills, California: Sage Publications, Inc., 1980.

89. Pelto, Perrti. Anthropological Research, The Structure of Inquiry: New York: Harper and Row, 1970.

90. Petner, Joseph N. Jr. "Evaluation in Proper Perspective." Urban Review 9(4): 248-57, Winter, 1976.

91. Phillips, Derek L. Knowledge From What? Theories and Methods in Social Research. Chicago: Rand McNally and Company, 1962.

Contents:

1. Sources and Limitations of Sociological Data
2. Invalidity and Bias in Social Research: An Examination of the Literature
3. Social Processes in Everyday Interaction: A Brief Review
4. Social Processes in Survey Research
5. The Use and Improvement of the Interview in Survey Research
6. Alternate Methods of Data Collection
7. Further Directions in Sociological Research

92. Pivcervic, Edo. "Can There Be a Phenomenological Sociology?" Sociology. 6(3): 335-349, Sept. 1972.

Sociologists have become very interested in phenomenology as a remedy for several reasons - to counter the tendency to place

undue emphasis on natural science, to clarify the methodological basis of social science, and free sociology from its ideological tutelage and ideologically based systems of values. In this article the author examines whether or not phenomenology can truly help sociology and consider three central problems facing sociological theory: the problem of clarifying the concept of social action, distinguishing between subjectively intended and objective meanings of social actions, and clarifying the respective roles of observation and participation in an investigation of social facts. The author argues that the phenomenological method does not deal successfully with these problems but does aid in clarifying these problems. The author finds that social action can be adequately analyzed without an appeal to phenomenology. However, phenomenology could enable us to understand these acting agents as individuals and that the meaning behind these actions cannot always be explained in terms of rule-governed behavior.

93. Ponland, Paul. "Participant Observation as a Research Methodology." Studies in Art Education 13(3): 4-15, Spring, 1972.

In this article the author summarizes the research and information on participation presented by researchers from the fields of education, sociology, anthropology and social psychology. Lacking a "standard" model "participant observation" may include four possible dimensions: descriptive narrative, generation of theory, verification of theory, and quantification of data. The author presents a cyclic model, based on his own research; the theory-research practice cycle includes educational practice, field research, theory construction verification research, revision of theory, and revision of practice. His description of the methodology focuses on multi-methods, multi-person, multi-situation and multi-facets improves the construction of validity. Another point he raises is that naturalistic observation has a temporally developing character - while the research has a distinctly theoretical.

94. Powers, Donald E. and Donald L. Alderman. "Practical Techniques for Implementing True Experimental Designs." Journal of Curriculum Studies 10(1): 1-17, Jan. - Mar. 1978 EJ207108.

In this paper, the authors deal with the recurrent problem in evaluation research of obtaining control of comparison groups. Using specific examples the authors suggest that it is sometimes possible to apply true experimental designs in field settings by taking advantage of those constraints commonly accepted as obstacles. Specifically, this paper examined those techniques which involved estimating the impact of special preparation programs on scores for the verbal section of SAT's. The project was to devise a study which would permit high schools to provide uninterrupted services to students and enable the researches to implement a sound experimental design. The four solutions included delayed treatment, program structure, program schedule and program popularity as control variables.

95. Richards, Milton. "Reaccreditation via Case Study Seminars: Report on a New Technique." The North Central Association Quarterly 47(2): 251-4, February 1972.

In this article the author describes how the case study method can be used appropriately for college accrediatation. While the conventional method focuses on the institution's self analysis of the achievement of stated objectives, the case method invites representatives from other colleges (both accredited and non-accredited) to study the host school. The host college benefits from the preparation required to explain its action from its viewpoint.
The visiting representatives benefit from the presentations and through discussions, both of which provide ideas for the visiting institutions. The case study method centers around a seminar focused on a topic of importance to the evaluating (reaccreditation) committee and of equal significance to the other participating representatives. This method involved both faculty and students in an evaluation set up as a work in progress rather than a defense of current institutional policies and procedures. This self analysis enabled the college to examine what it was doing, test its actions and methods against possible alternatives, to bring to height its underlying problems and challenges.

96. Rider, C. Douglas, "Anthropologist and Educators." Council on Anthropology and Education Newsletter 4(1): 11-14, February 1973.

Annotated in: Rosenstiel, A. Education and Anthropology.

97. Rist, Ray C. "Blitzkrieg Ethnography: On The Transformation of a Method Into A Movement." Educational Researcher, February, 1980, pp. 8-10.

Rist describes the rush of Ethnographic research to center stage as a growing number of researchers find application for this methodological research approach. He links this major new interest to Federal government funding strategies and limitations which have not been overcome in more quantitative research methods. He is straightforward in offering criticism of this "following the funding" approach by a variety of researchers who call themselves ethnographers but have little or no training in the field. These criticisms are offset by acknowledgement of the significant developments that have been made on public policy due to the utilization of this method.

98. Rist, Ray C. "Ethnographic Techniques and the Study of an Urban School." Urban Education 10(1): 86-108, April, 1975.

99. Rist, Ray C. "Overview - On the Relations Among Educational Research Paradigms: From Disdain to Detent." Anthropology and Education Quarterly 8(2): 42-49, May 1977.

100. Roberts, Joan I. "An Overview of Anthropology and Education: Introduction," in Educational Patterns and Cultural Configurations. The Anthropology of Education, (Ed.) Joan I. Roberts and Sherrie K. Akinsanya. New York: David McKay Company, 1976, pp. 1-20.

Annotated in: Rosenstiel, A. Education and Anthropology.

101. Roberts, Joan I. and Sherrie K. Akinsanya. Educational Patterns and Cultural Configurations. The Anthropology of Education. New York: The David McKay Company, Inc. 1976.

Contents:
Part I: An Overview of Anthropology and Education
Part II: The Historical Development of Anthropology and Education (5 articles).
Part III: The Relation of Anthropology to Education (11 articles).
Part IV: Anthropological Methods of Studying Education (7 articles).
Part V. Applying Anthropology to Education.

Annotated in: Rosenstiel, A. Education and Anthropology.

102. Sanday, Peggy. "Emerging Methodological Devlopements for Research Design, Data Collection, and Data Analysis in Anthropology and Education." Paper presented at the Symposium on Anthropological Perspectives of Educational Phenomena, AAAS, Washington, D.C., December.

103. Sanday, Peggy. "The Ethnographic Paradigms." Administrative Science Quarterly 24(4): 527-38, December 1979.

104. Sanjek, Roger. "A Network Method and Its Uses in Urban Ethnography." Human Organization, 37(3): 257-268, Fall, 1978.

Anthropologist professor Roger Sanjek discusses the difficulty of ethnographic investigation in the urban setting where the pattern of life involves a wide range of settings and acitivities. The behavioral network research strategy pioneered by Epstein becomes the focus of the paper in moving toward investigations and analysis in the urban setting.

105. Schermerhorn, Gerry R. and Reed G. Williams. "An Empirical Comparison of Responsive and Preordinate Approaches to Program Evaluation." Educational Evaluation and Policy Analysis 1(3): 55-60, May-June 1979.

106. Schoeny, D. "Case Study: Rationale, Methodology, and Application." (unpublished paper, University of Virginia, 1979).

In this paper the authors discuss the rationale for the use of ethnographic techniques in educational research and application. The case study approach is viewed in relation to other types of research. The complimentary nature of the scientific method and the case study is suggested; major differences between conventional inquiry and this mode are cited from both operational and theoretical perspectives.

Goals, methodology and tools used in the case study method are laid out as well as basic criteria for survey research.

107. Schurbert, William H. "Recalibrating Educational Research: Toward a Focus on Practice." Educational Research, (January, 1980), pp. 17-24.

108. Scott, W. R. "Field Work in Formal Organizations." Human Organization 22(2): 167, 1963.

109. Shuter, Robert. "The Promise of Participant Observation Research." Journal of Applied Communications Research 4(1): 1-8, April, 1976.

110. Sieber, Sam D. "The Integration of Fieldwork and Survey Methods." American Journal of Sociology 78(6): 1335-1359, May, 1973.

Benefits to be derived by merging the traditional survey method of research with the quantitative field work approach are discussed. Cases are depicted where methods have been integrated. Suggestions are made for the necessary adjustments in procedures which must be made in order to yield important research benefits.

111. Singleton, John. "The Educational Uses of Anthropology." To see ourselves: Anthropology and Modern Social Issues. Thomas Weaver (ed.), Glenview, Illinois: Scot Foresman, 1973.

Annotated in: Burnett , J. H. Anthropology and Education.

112. Smelser, Neil J. Comparative Methods in the Social Sciences. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Contents:
1. The Objectives of This Book
2. Alexis de Tocqueville as Comparative Analyst
3. Programs for Comparative Sociology: Emile Durkheim and Max Weber
4. Durkheim's comparative Sociology
5. Weber's Comparative Sociology
6. Classification, Description and Measurement
7. Association, Cause, Explanation and Theory

113. Smith, Louis M. Participant Observation and Evaluation Strategies, (Presented at AERA symposium 1971).

This paper discusses participant observation as a research and evaluation strategy which is yet to be exploited as a major tool in analysis. The paper describes three general ways of integrating this method into more general research and evaluation models which deal with problems in curriculum and instruction. Strategies and sub-strategies are suggested.

114. Spindler, George D. "An Anthropology of Education." Council on Anthropology and Education Newsletter 4(1): 14-16, February 1973.

Annotated in : Rosenstiel, A. Education and Anthropology.

115. Spindler, George D. "Anthropology and Education: An Overview." in Education and Anthropology. George D. Spindler (ed.). Stanford, California: Stanford University Press, 1955, pp. 5-26.

Annotated in: Rosenstiel, A. Education and Anthropology.
Burnett, J. H. Anthropology and Education.

116. Spindler, George D. "The Character Structure of Anthropology." in Education and Culture. George D. Spindler (ed.) New York: Holt, Rinehart and Winston, 1963a.

Annotated in: Burnett, J. H. Anthropology and Education.

117. Stone, James C. "What is Phenomenological Evaluation?" California Journal of Teacher Education 2(3): 62-9, Winter, 1975.

118. Sturtevant, William C. Guide to Field Collecting of Ethnographic Specimens. Smithsonian Institution, Museum of Natural History-Informational Leaflet No. 503.

119. Sturtevant, William C. "A Technique for Ethnographic Note-Taking." American Anthropologist 61: 677-678.

120. Swantz, Marja Lisa. "Research as an Education Tool for Development." Convergence 8(2): 44-52, 1975.

In this article the author describes an experimental pilot survey of skills and resources in 46 villages. This research was based on the principle that the villagers themselves could become active participants in the research plan and therefore could be motivated to evaluate their own strengths and need for village development.

After outlining the basic requirements for participatory research, the authors show how these requirements were fulfilled by the villages study. Specific steps were described, as well as the educational and motivational benefits, and the overall outcomes of evaluation.

121. Tikunoff, William J. and Beatrice Ward (eds.). Anthropology and Education Quarterly 8(2), May 1977. Special Issue: "Exploring Qualitative, Quantitative Research Methodologies in Education."

The special issues quarterly focuses on workshop proceedings which explore qualitative and quantitative research methodologies. Five educational issues are addressed: 1) determining next steps in qualitative data collection; 2) assessing language development; 3) examining reasons for doing demonstration projects; 4) identifying effective teaching and 5) assessing race relations in the classroom. Each of these issues is addressed from a qualitative and a quantitative mode of research as well as by a researcher or practicioner who represents expertise in that arena.

122. Tsukashima, Ronald Todas. "Merging Fieldwork and Survey Research in the Study of Minority Community." Journal of Social Issues. 33(4): 133-143, Fall, 1977.

Two competing methodological traditions - fieldwork and survey research are merged to study interminority hostility in a minority community. Contributions of field research to the survey method are described in areas relating to research site, generating theoretical clues and data collection and analysis. The merging of these two methods is suggested to be the new style of research.

123. Van Maanen, John (ed.) "Reclaiming Qualitative Methods for Organizational Research: A Preface." Administrative Science Quarterly 24(4): 520-26, December, 1979.

124. Van Maanen, John. "The Fact of Fiction in Organizational Ethnography." Administrative Science Quarterly 24(4): 539-50, December 1979.

125. Verba, Sidney. "Some Dilemmas in Comparative Research." World Politics, October, 1967: 111-127.

126. Vidich, A. J. "Participant Observation and the Collection and Interpretation of Data." American Journal of Sociology 60: 354-60, 1960.

127. Wacaster, C. Thompson and William A. Firestone. "The Promise and Problems of Long-Term Continuous Fieldwork." Human Organization 37(3): 269-275, Fall 1978.

Author suggests the importance of long term continuous fieldwork for benefiting the area of educational policy-making. Opportunities to study the change process including the stages of planning and implementation and the phenomenon of "routinization" can be more thoroughly examined through the use of ethnographic research tools. Problems of maintaining a marginal role, a neutral stance and one's sanity as well as balancing the interests of the subjects of research community are discussed.

128. Walton, Richard E. "Advantages and Attributes of the Case Study." Journal of Applied Behavioral Science 8(1): 73-78, January 1972.

129. Wax, Murray and Rosalie Wax. "Anthropological Fieldwork: Comments on its Values and Limitations." A paper presented at the annual meeting of American Educational Research Association, 1979, ED# 170359.

This article explores the assets and limitations of using ethnography as a research technique. Against the backdrop of particular fieldwork studies, the uniqueness of this method its ability to perceive and understand social dynamics is described. As a method adaptable to the study of institutions or systems where they cannot be studied in their total social mileu, significant difficulties are described.

130. Wax, R. "Reciprocity as a Field Technique." Human Organization 11(1952): 34-41.

131. Webb, Eugene and Karl E. Weich. "Unobtrusive Measures in Organizational Theory: A Reminder." Administrative Science Quarterly 24(4): 650-59, December, 1979.

132. Weinberg, Ian. "Some Methodological and Field Problems of Social Research in Elite Schools." Sociology of Education 41(2): 141-55, 1968.

Annotated in: Rosenstiel, A. Education and Anthropology.

133. Wolcott, Harry. "Criteria For An Ethnographic Approach to Research In Schools." Human Organization 34(2): 111-127, Summer 1975.

Four criteria are examined for the use of ethnographic approaches in school research and discussed as to 1) the appropriateness of the problem; 2) the appropriateness of the ethnographer; 3) the appropriateness of the research climate and 4) appropriateness of expectations of the completed study.

The distinguishing features of ethnographic research are delineated with attempts to clarify this approach for use in the school setting.

134. Wolcott, Harry F. "Handle With Care: Necessary Precautious in the Anthropology of Schools." in Anthropological Perspectives on Education (eds.) Murray L. Wax, Stanley Diamond and Fred O. Gearing. New York: Basic Books, 1971, pp. 98-117.

Annotated in: Rosenstiel, A. Education and Anthropology.
Burnett, J. H. Anthropology and Education.

135. Wilson, Stephen. "The Use of Ethnographic Techniques in Educational Research." Review of Educational Research 47: 245-265, Winter 1977.

This article clarifies the rationale and data collection process in using the ethnographic approach in educational research. It reviews the methodology used in this qualitative approach and gives very practical guides to initiating the process, gathering the data, and synthesizing the various experiences. Emphasis is given to the method one whose intent is to discover the meaning in events that determine behavior on actions in given situations.

136. Yunker, Rose. "Ethnomethodological Approaches to Research and Evaluation in the Professions." Eric Clearinghouse (Presented at AERA Convention, 1979), ED 173 377.

This paper discussed the ethnomethodological approach to research and evaluation enumerating the particular characteristics which make it extremely suitable for use in research on professional education. Questions of reliability, validity and quantification are discussed as they apply to ethnomethodological research. The second half of the paper describes particular examples of this research as applied to the field training of police officers and suggests the significance of the application of this methodology.

137. Zelditch, Morris, Jr. "Some Methodological Problems of Field Studies." American Journal of Sociology 67: 566-76, 1962.

Strategies of field research are examined with reference to the various methods of gathering a single kind of information. Types

of information are delineated as well as types of methods for obtaining that information. Three strategies are discussed as fundamental to the field research method: enumeration to document frequency data; participant observation to describe incidents; and informant interviewing to learn institutionalized norms and values.

138. Zigarmi, Patricia and Marcia Goldstein. "A Mapping Technique for the Analysis of Ethnographic Data." Presented at annual meeting American Educational Research Association. San Francisco, April 11, 1979, Session 27.20.

This presentation describes how the authors and their associates developed and successfully used a "mapping" procedure for ethnographic reduction and analysis, and discusses other uses for this mapping technique. In this paper, the authors trace the development of this technique, its systemization and refinement, current procedures and guidelines for its effective use, as well as ways in which the map has been used and how it could be used further. The authors also discuss how this mapping procedure has contributed to the development of a theory of intervention. In addition to these descriptions, guidelines and specific examples, the authors also list the limitations of the mapping techniques.

II. The Role and Responsibility of the Ethnographer

Due to the qualitative nature of ethnographic research, the ethnographer's role and responsibilities deserve special attention. These entries concentrate on the ethnographer's training, and field expereinces, the ethical questions faced in practice, his social responsibility, and his contributions to both education and society.

139. Babchuk, Nicholas. "The Role of the Researcher as Participant-Observer and Participant as Observer in the Field Situation." Human Organization. 21: 225-228.

Babchuk discusses the differences in the role designations "Participant Observer and Participant as Observer". In the first the researcher's role is understood to be participating in the system he studies while the latter suggest he is in the system in a full time researcher status. He outlines differences in regard to task requirements, status considerations and research techniques and suggests the participant-as-observer role is the most effective position.

140. Buechler, Hans C. "The Social Position of an Ethnographer in the Field." in Stress and Responses in Fieldwork (eds.) Henry and S. Saberal, New York: Holt, Rinehart and Winston, 1969.

141. Burns, A. "An Anthropologist at Work: Field Perspectives on Applied Ethnography and an Independent Research Firm." Council on Anthropology and Educational Quarterly 6: 28-34, November, 1975.

142. Cassell, Joan. "The Relationship of Observer to Observed in Peer Group Research." Human Organization 36(4): 412-416, 1977.

Traditional subjects for anthropological discovery are disappearing giving the researcher a new territory in his or her own back yard. Cassell discusses her own experience of acting as observer in a group whose make up was much like her own and whose questions of role definition, self-image and professional fulfillment were much like hers. Operating from the position of "inside observer" she suggests the importance of acting as the agent of change in one's own society.

143. Cassell, Joan. "Ethical Principles for Conducting Fieldwork." American Anthropologist 82(1): 28-41, March, 1980.

Dr. Cassell serves as executive director of a project investigating the ethical problems of field work. In this paper she reviews four typical forms of research and measures each along four dimensions which reflect the power flow and the interaction flow between subject and researcher. Stressing individual autonomy and Kantian principle that persons be treated as an end in themselves, she discusses the possible styles (the berandah, noblesse oblige, "going-native and advocate styles) within the field work method which suggest the glow of power and interaction.

A brief description of the ethical postures needed in fieldwork practice is given.

144. Clinton, C. A. "On Bargaining With the Devil: Contract and Accountability in Fieldwork." Council on Anthropology and Educational Quarterly 8: 25-28, May, 1976.

145. Colfer, C. P. J. "Rights, Responsibilities and Reports: An Ethical dilemma in Contract Research." in Ethics and Anthropology: Dilemmas in Fieldwork, P. Spradley and M. Rynkiewich (eds.), New York: John Wiley, 1976.

146. Easterday, Lois and others. "The Making of a Female Researcher: Role Problems in Fieldwork." Urban Life 6(3): 333-48, October, 1977.

147. Everhart, Robert B. "Between Stranger and Friend: Some Consequences of 'Long Term' Fieldwork in Schools." American Educational Research Journal. 14(1): 1-15, Winter 1977.

This paper describes some major consequences of doing fieldwork in schools over an extended period of time. The author uses his two year study of student life in a junior high school to trace the balance between "stranger" and "friend" in terms of role, recipocrity and receptivity. The author first examines the "role" relationships which develop between the fieldworker and his informants. Secondly, the author focuses on the problems of the fieldworker adopting certain qualities of the group he studies. Lastly, the author discusses the pros and cons of stranger or friend in terms of the researcher's receptivity to a familiar setting. Conclusions center on the dynamic interaction between stranger and friend in these types of studies.

148. Feer, Michael. "Informant and Ethnographers in the Study of Schools." Human Organization 34(2): 157-162, 1975.

High School students perform as both the informants and ethnographers of their own social mileu in this study directed by author and teacher of interdepartmental studies at the school. As a part of the requirements for an introductory anthropology class, individual students produced short eight minute films depicting some aspect of their society and developed research papers focusing on one segment of their school life. Students record their own perceptual world and unveil significant ethnographic data to be analyzed through the use of these tools.

149. Fine, Gary Alan and Barry Glassner. "Participant Observation With Children: Promise and Problems." Urban Life 8(2): 153-74, July 1979.

150. Fujisaka, Sam and John Groyzel. "Partnership Research: A Case of Divergent Ethnographic Styles in Prison Fieldwork. Human Organization 37(2): 172-179, Summer 1978.

Oregon State Penitentiary serves as the setting of this co-ordinated ethnographic study on prison life made by an anthropologist and a lawyer. Each researcher developed a network of informants whose relationship with the researchers was directly related to the background of personality factors and ethnographic style of each. The resulting findings portrayed the contrasting biases and orientations of researchers. Key to the depth of the findings was the non-objectivity or the close relationships they established through their more "empathy oriented" research in the prison mileu. They advocate multiresearch designs when data can be generated from diverse types of informants and cross-checked against differing perceptions.

151. Gussow, Zachary. "The Observer - Observed Relationship as Information About Structure in Small Group Research." Psychiatry 27: 230-247, 1964.

Annotated in: Burnett, J. H. Anthropology and Education.

152. Herzog, John D. "The Anthropologist as Broker in Community Education: A Case Study and Some General Propositions." CAE Newsletter 3(3): 9-14, 1972.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

153. Hill, Carole E. "Graduate Education in Anthropology: Conflicting Role Identity in Fieldwork." Human Organization 33(4): 408-412, Winter 1974.

Examination of the problems of role identity in field work is the focus of this paper presented by assistant professor Carole E. Hill. From her own fieldwork experiences, she discusses the socialization process of moving toward anthropologist through the prerequisite work of the fieldwork experiences. Suggestions are offered for more adequate preparation for fieldwork experience which would lessen the emotional psychological stress.

154. Ianni, Francis A. J. "Anthropology and Educational Research: A Report on Federal Agency Programs." Anthropology and Education Quarterly 7(3): 3-11, August 1976.

155. Johnson, J. Doing Field Research. New York: The Free Press, 1975.

156. Kimball, Solon T. "Anthropology and Education." Educational Leadership. 13(8): 480-84, May 1956.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

157. Kluckholn, Florence. "The Participant Observer Technique in Small Communities." American Journal of Sociology 46: 331-343.

Kluckholn discusses the quest for the investigator's role in a social system where the participant observer technique is used. She distinguishes between general and specific roles which may be assumed in relation to subjects being studied and sees this determination as key to the participant observer method.

A comparative discussion of the participant observer technique considers the three "R's" of evaluation: the range, relevance and reliability of the data obtained. Disadvantages of this research methodology are admitted, but the paper maintains that use of the technique provides a balance between the pure behavioristic type of investigation and the type which seeks to give some insight into the behavior interaction in the community.

158. Lindquist, Lawrence W. "The Civic Responsibility of Anthropologists to Public Education." Human Organization. 27(1): 1-4, Spring 1968.

As a guest editorial, this article by professor of anthropology Lawrence Lindquist discusses the personal role of the anthropologists in the formal educative process as he looks at the transmission of culture through curriculum change. Three great classes of problems in curriculum change are identified: 1) Problems of Professional Revision; 2) Problems of implementing changes; 3) Problems of consistency. The virtues of the anthropologists relate to the effective resolving of the problems discussed as well as the responsiblities they bring to education by nature of their field.

159. Lundberg, Craig C. "A Transactional Conception of Fieldwork." Human Organization 27(1), Spring 1968.

Lundberg looks at fieldwork transaction or exchange between researcher and informant. The paper discusses the ideal research relationship where both fieldworker and informant are giving or exchanging something each of them needs. The exchange is discussed in terms of observable data and the inferred psychological data which are involved in sustaining the research relationship where the informant is receiving confirmation for his participation and the researcher is receiving needed data.

160. McGoodwin, James. "Directing an Ethnographic Field School: Notes and Advice." Anthropological Quarterly 51(3): 175-183.

The author discussed the inadequate fieldwork training available and his subsequent development of an ethnographic field school in rural Mexico. The discussion includes the structure of the school and the recruitment of the students and some of the problems that were encountered. Notes and advice are given for future directors of ethnographic field schools.

161. Nash, Dennison and Ronald Wintrob. "The Emergence of Selfconsciousness in Ethnography." Current Anthropology 13(5): 527-542, December 1972.

The concern with the social role and personal experience of the ethnographer in the field is discussed in this paper. The growing interest in the observer's own reactions are seen as factors of scientific concern as they relate to observations and descriptions of another people. An increasing "subjectivation" of the discipline of social and cultural anthropology is discussed with emphasis on the conditions that led to the emergence of self-consciousness for ethnography. Commentary from other researchers is included as a part of the article.

162. Nash, Robert J. "The Convergence of Anthropology and Education." in Education and Cultural Process, Toward an Anthropology of Education. George D. Spindler (ed.) New York: Holt, Rinehart and Winston, 1974, pp. 5-23.

Annotated in: Rosenstiel, A. Education and Anthropology.

163. Olesen, V. and E. Whittaker. "Role-Making in Participant Observation: Processes in the Researcher - Actor Relationship." Human Organization 26(4): 273-281, Winter, 1967.

This article scrutinizes the processes by which roles are developed through fieldwork among baccalaureate student nurses. Observations are over three year period in classroom, ward work and informal social behavior in an effort to study the emergence of professional identity.

164. Peshkin, Alan. "The Use of Trained Native Observers in Fieldwork." Human Organization 27(3): 268-272, 1968.

Peshkin outlines his study of school children of the Kanuri tribe in Northern Nigeria through the use of nature observers. In order to overcome the handicap of the language barrier, he trained native observers to collect data in the children's homes, school and community settings. Peshkin discusses the advantages and limitations of this method as well as modifications he would make in future training programs.

165. Powdermaker, Hortense. Stranger and Friend. New York: W. W. Norton, 1966.

Annotated in: Rosenstiel, A. Education and Anthropology.

(Preparation and influences for career in field work)

Contents:
Part I: Introduction (2 chapters)
Part II: Lesu (10 chapters)
Part III: Mississippi (7 chapters)
Part IV: Hollywood (2 chapters)
Part V: Northern Rhodesia, Now Zambia (5 chapters)

Based on her personal fieldwork experiences in four different communities the author examines the participant-observation method she used in studying these communities from an anthropological perspective. She presents a case study of how an anthropologist lives, works and learns and how he thinks and feels in the field.

166. Ready, R. K. "A Short Primer for Case Writers in 1965." Journal of Applied Behavioral Science 4(2): 240-243, 1968.

The author suggests that case writing practices could be better understood if classified. The article outlines two different types of classification - by use or by description; both types include seven categories.

167. Spindler, G. D. (ed.) Being an Anthropologist: Fieldwork in Eleven Cultures. New York: Holt, Rinehart and Winston, 1970.

168. Spradley, James and David McCurdy. The Cultural Experience: Ethnography in a Complex Society. Chicago: Science Research Associates, Inc., 1972, pp. 39-57.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

169. Timdall, B. Allan. "Training Educators in Ethnographic Observation." Paper presented in symposium: From Research to Evaluation, 74th Annual Meeting of the American Anthropological Association, San Francisco, California, December 1975.

Annotated in: Rosenstiel, A. Education and Anthropology.

170. Walker, Sheila S. "A Challenge to Anthropology and Education." (School of Education, U. of CA, Berkeley).

This paper is a commentary on a series of articles written by anthropologists regarding Anthropology and the Afro-American. The cruciality of the role of responsible anthropologists is addressed in all of the papers with the challenge to turn from studying "about" Afro-American life. Another common thread of the papers is the failure of most anthropologists to focus on institutional racism. The challenge cited to anthropology is to use its methodological and theoretical tools in a way that is directly relevant to the struggles of oppressed peoples.

171. Wax, Rosalie. Doing Fieldwork: Warnings and Advice. Chicago: University of Chicago Press, 1971.

Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
Part I: Introduction
1. Theoretical Suppositions of Fieldwork
2. The First and Most Uncomfortable Stage of Fieldwork
3. A Historical Sketch of Fieldwork
4. The Ambiguities of Fieldwork
Part II: Fieldwork in the Japanese American Relocation Center (10 chapters)
Part III: Fieldwork on the thrashing Buffalo Reservation (7 chapters)
Part IV: Fieldwork Among the Six Friendly Tribes (10 chapters)

Using her personal fieldwork experiences in three different communities the author describes the socialization and learning processes for the anthropologist through field work practice.

172. Wolcott, Harry F. "Feedback Influences on Fieldwork, or, A Funny Thing Happened on the Way to the Beer Garden. Mimeo (Copies available from author, University of Oregon).

173. Wolcott, Harry F. "Handle With Care: Necessary Precautions in the Anthropology of Schools" in Anthropological Perspectives on Education edited by Murray L. Wax, Stanley Diamond and Fred O. Gearing, 1971.

Reminds anthropologists to treat school settings with the same care they give to less familiar settings. Suggests recurring problems in anthropological fieldwork and identifies benefits of using schools as research settings.

III. Ethnographic Perspectives in Studies of Schools, Classrooms, and Educational Administration

These references demonstrate the value of ethnographic research in the many facets of the educational system. These studies deal with different types of schools, community-school relations, classroom management, curriculum, teacher/administrator effectiveness, and policy-making.

174. Adams, Frank. "Highlander Folk School: Getting Information, Going Back and Teaching It." Harvard Educational Review 42(4): 497-520, November, 1972.

The Highlander Folk School is an adult education center which works with Southerners and attempts to develop its students' capacities for both individual and group self determination. This article provides an excellent example of an ethnographic work. It reconstructs the history of the school from records kept on file at the school and from interviews with the key participants. The article focuses on Myles Horton, and how he founded the school. Also, it tells how Highlander pursued its aims in the labor struggles of the 1930's, the awakening of Appalachian community. Finally it presents some educational lessons deriving from the Highlander Folk experience.

175. Anderson, Shel, and Charles B. Drucker. "Experience Based-Career Education in Charleston, West Virginia: An Anthropological Perspective." January, 1976. Eric Document #ED 155 172.

This article describes the methodology of ethnography in the school setting, the socio-culture context of this appalachian culture, and the EBCE center itself. It seeks to determine what the experienced-based career educational program is like and what is actually happening in terms of the paper version of objectives. Through this participant observer method the author is able to describe the programs in terms of rewards - satisfactions of those participating.

Throughout the investigation of the program the evaluative question asked in many different ways was "What Makes For A Successful EBCE Student? What are the factors influencing student attitude toward the program? Conclusions and analysis are incorporated in the report.

176. Anthropology Curriculum Project. Patterns in Human History. New York: Macmillan Company, 1971.

Annotated in: Rosenstiel, A. Education and Anthropology.

177. Biddle, Bruce. "Methods and Concepts in Classroom Research." Review of Educational Research 37: 337-357.

178. Bohannan, Paul J. "Field Anthropologist and Classroom Teachers." Social Education 32: 161-66, February 1968.

Annotated in: Rosenstiel, A. Education and Anthropology.

179. Brandt, Richard M. and Charles W. Beegle (eds.). Observational Methods in the Classroom. Washington, D. C.: Association for Supervision and Curriculum Development, 1973.

180. Buckley, Pamela K. and James M. Cooper. "An Ethnographic Study of an Elementary School Teacher's Establishment and Maintenance of Group Norms." Far West Laboratory for Educational Research and Development, San Francisco, California, March 1978.

This paper looks at the classroom as a social system in which the group process of establishing norms of expected behavior becomes key to effective classroom management.

Six ethnographers observe three carefully selected classrooms and focus on a chosen one for a seven week ethnographic study. The paper analyzes the development of informal norms and the students' role in establishing and enforcing the rules.

181. Burnett, Jacquetta Hill. "Ceremony, Rites and Economy in the Student Systems of an American High School? Human Organization 28:1-10, 1969.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

182. Burnett, Jacquetta Hill. "Culture of the School: A Construct for Research and Explanation in Education." CAE Newsletter 1(1): 4-13, 1970.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

183. Burnett, Jacquetta Hill. "Event Description and Analysis in the Micro-ethnography of Urban Classrooms." in Cultural Relevance and Educational Issues. Francis A. J. Ianni and Edward Storey (ed.) Boston: Little, Brown and Co., 1973.

Annotated in: Burnett, J. H. Anthropology and Edcuation.
Rosenstiel, A. Education and Anthropology.

184. Button, Warren. "Re:Wolcott, The Man in the Principal's Office." Urban Education 9(1): 111-112, April, 1974.

Annotated in: Rosenstiel, A. Education and Anthropology.

185. "Ethnographic Evaluation in Education." Journal of Research and Development in Education 9(4), 1976.

The prospects of using ethnographic research methods as a significant tool in the development of social and educational programs are viewed in light of needed resolution of some theoretical and practical problems in the schools.

An evaluation conducted by the Center for New Schools in an innovative program of the Cleveland Heights, Ohio schools serves as the context in which ethnography was used. The rationale for its use, the functions this method served and problems that arose are discussed.

186. Chilcott, John H. "The School as a Cultural System." in Readings in the Socio-Cultural Foundations of Education. John H. Chilcott, Norman C. Greenberg, and Herbert B. Wilson (eds.). Belmont, California: Wadsworth, 1968a.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

187. Chrisman, Noel J. "The Social Organization of High Schools." Council on Anthropology and Education Quarterly 5(2): 21-22, May 1974.

Annotated in: Rosenstiel, A. Education and Anthropology.

188. Cichon, Donald J. and George E. Olson. "Psychometrics and Observations: Issues in a Dual Approach to the Study of Classroom Learning Environments." Curriculum Inquiry 8(2): 133-53, Summer 1978.

189. Cusick, Philip A. Inside High School. New York: Holt, Rinehart and Winston, 1973.

Contents:
1. Introduction: The Nature of the Question
2. Understanding the School Environment
3. The Students
4. The Athletic Group
5. Some Student Groups
6. Some Isolates
7. Integrating the Student Groups with the Organization
8. Conclusions

Annotated in: Burnett, J. H. Anthropology and Education.

190. Eddy, Elizabeth. Becoming a Teacher: The Passage to Professional Status. New York: Teachers College Press, 1969.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
1. Teachers in Transition
2. Initiation into Bureacracy
3. The Classroom Tools and Resources
4. Teacher-Pupil Relationships
5. The Constant Guides and Guardians
6. Teachers in Crises

Using an anthropological perspective the author describes and analyzes the experiences of twenty-two teachers who have just begun their careers. In addition to analysis of teacher experiences the author also provides the details of her data collection.

191. Eddy, Elizabeth M. "Anthropology and Teacher Education." Human Organization 27(1): 17-20, Spring 1968.

This paper discusses the possible benefits of using anthropology and anthropologists in the training of teachers and administrators in the public school. Although there are particluar problems to overcome in effecting an appropriate relationship between anthropologist and teacher trainee, Eddy suggests the immense potential contribution of the anthropologist toward reaching a more adequate understanding of the educational universe with its multicultural apects of human behavior.

192. Eddy, Elizabeth. Walk the White Line: A Profile of Urban Education. Garden City, New York: Doubleday, 1965.

Annotated in: Rosenstiel, A. Education and Anthropology.
Burnett, J. H. Anthropology and Education.

Contents:
1. The New Metropolis and the Urban Poor
2. Family and School in the New Metropolis
3. A Profile of Education among the Urban Poor
4. The Place of the Pupil in the Urban School
5. Model Classes in the Urban School
6. Discipline Classes in the Urban School
7. The Educational Ordering of Behavior
8. An Unsolved Problem in Urban Education

This book deals with the relationship between the formal urban educational system and the urban poor of the schools attended by the poor. Based on observations of nine public schools attended by primarily blacks and Puerto Ricans, the author studies the social setting of the slums and its consequences on the teacher-student relationships in these schools; she also compares the problems of these poor urban schools with those of urban schools in other areas.

193. Eggan, Fred. "Social Anthropology and the Educational System." School Review 65: 247-59, 1957.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

194. Erickson, Frederick. "What Makes School Ethnography 'Ethnographic'." Council on Anthropology and Education Newsletter 4(2): 10-19, July, 1973.

Annotated in: Rosenstiel, A. Education and Anthropology.

195. Everhart, Robert B. "Ethnography and Educational Policy: Love and Marriage or Strange Bedfellows?" Anthropology and Educational Quarterly 7(3): 17-25, August 1976.

196. Fitzsimmons, S. J. and P. C. Wolff and A. Freedman (eds.). Rural America: A Social and Educational History of Ten Communities Vols. I and II, Cambridge, Mass.: Abt. Associates, Inc., 1975.

197. Flounders, Ned C. "Reviewing Research on Teaching Effectiveness." Classroom Interaction Newsletter 6(1): 1-4, 52, March 1971.

198. Forester, Anne D. and Norma I. Mickleson. "Ethnographic Research in the Reading Class." (unpublished paper). Presented at Annual Meeting of National Reading College, 1978.

Authors outline requirements, problems and benefits of the ethnographic research methodology as it relates to reading. The research was based on assumptions that there are probable parallels between learning to speak and to read.

As a research method for reading, ethnography examines process more than outcomes of instruction and examines the learning as it may be influenced by environmental factors and individual behavior.

199. Freedman, Alex S. "College Student Involvement in Sociological Field Studies: Stages of Design and Development Community." College Social Science Quarterly 3(4): 6-12, Summer, 1972.

200. Furlong, V. A. and A. D. Edwards. "Language in Classroom Interaction: Theory and Data." Educational Research 19(2): 122-128, February 1977.

This article examines several main approaches to classroom interaction and how it can best be understood through research findings. In a predominantly critical tone, research approaches of systematic observation, ethnography and sociolinguistics are discussed regarding their strengths and weaknesses. The predominant issue concerns the researcher's imposing his theoretical bias on the "objective" data collected.

201. Ballagher, Art Jr. Directed Change in Formal Organizations: The School System, in Cultural Relevance and Educational Issues: Readings in Anthropology and Education. Francis J. Ianni and Edward Storey (eds.) Boston: Little, Brown and Col, 1973.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

202. Good, T. L. and J. E. Brophy. Looking in Classrooms. New York: Harper and Row, 1973.

203. Graham, Grace. The Public School in the American Community. New York: Harper and Row, 1963.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

204. Gruber, Frederick C. (ed.) Anthropology and Education. University of Pennsylvania Press, 1961.

Contents:
1. Lectures in Education (Martin G. Brumbaugh)
2. The 1960 Brumbaugh Lecturers
3. Editors Preface
4. Schools in Revolutionary and Conservative Societies (Anthony F. C. Wallace)
5. Functions of Speech: An Evolutionary Approach (Dell Hymes)
6. Education and Identity (Ward H. Goodenaugh)
7. Autonomous Motivation (Dorothy Lee)

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

205. Hamilton, D. and S. Delamont. "Classroom Research: A Cautionary Tale." Research in Education 11: 1-16.

206. Herriott, Robert E. "Ethnographic Case Studies in Federally Funded Multidisciplinary Policy Research: Some Design and Implemetation Issues." Eric Document.

As a part of the Experimental Schools program, "Project Rural" has a large scale research project set within complex contractual relationships. Ethnographic research methodolgy is discussed in this paper, one of many methodologies from the fields of psychology, sociology, political science and anthropology which were used to study pupil change, organizational change, and community change in ten site specific rural schools.

Design characteristics of the ethnographies are discussed as they developed through RFP's and through the process of role definition and staff recruitment. From the experience of the researcher over the long term case studies, suggestions are offered to enhance more effective case studies in the future.

207. Hirabayashi, Richard. "An Ethnographic Analysis of Open Classrooms." (Presented at AERA Conference), April 1972, Eric Document #ED 063 033.

Descriptive Observations from three primary classrooms are made in order to investigate the significance of teacher decisions regarding the social and physical aspect of the open classroom. The new cultural environment of the open classroom requires new thinking in curriculum design and teaching patterns which is studied through the ethnographical analysis of these classrooms and the dynamic of decision making by the classroom teacher.

208. Horton, Donald. "The Interplay of Forces in the Development of a Small School System." in Anthropological Perspectives on Education. Murray Wax, Stanley Diamond and Fred Gearing (eds.) New York: Basic Books, 1971.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

209. Iannaccone, Laurence. "The Field Study in Educational Policy Research." Education and Urban Society 7(3): 220-238, May 1975.

This paper attempts to identify the proper place of the field study in educational policy research. First, the author deals with the character of the field study and its place in the "scientific" realm of study. He also explains the relationship between data and hypothesis as cultivated by the field researcher. Finally, the author addresses the requirements of educational policy research and suggests a possible relationship between these requirements and the character of the field study.

210. Jackson, Philip W. Life in Classrooms. New York: Holt, Rinehart and Winston, Inc., 1968.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
1. The Daily Grind
2. Students' Feelings About School
3. Involvement and Withdrawal in the Classroom
4. Teachers' View
5. The Need for New Perspectives

211. Khleif, Bud B. "The School as a Small Society." in Anthropological Perspectives on Education. Murray Wax, Stanley Diamond, and Fred Gearing (eds.). New York: Basic Books, 1971.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

212. Kimball, Solon T. "Anthropology and Administration." in The Social Sciences and Educational Administration. Lawrence W. Downey and Frederick Enns (eds.). Alberta, Canada: University of Alberta, 1963.

Annotated in: Burnett, J. H. Anthropology and Education.

213. Kimball, Solon T. "Anthropology and Teacher Training." in Five Fields and Teacher Education. D. B. Godwin and Cynthia Richardson (eds.). Ithaca, NY: Cornell University Press, 1965a.

In this article the author discusses the role of natural history methodology in training teaching teachers as well as in teaching the young. This study offers an excellent characterization of "natural-history ethnography" in the study of schools and of its contrast with other methodologies.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

214. King, A. R. "The Teacher as a Participant-Observer: A Case Study." In Education and Cultural Process. G. D. Spindler (ed.), New York: Holt, Rinehart and Winston, 1974.

215. Kounin, Jacob S. "An Analysis of Teachers' Managerial Techniques." Symposium paper presented at American Psychological Association Meeting in September 1966.

216. Lacy, Colin. "Some Sociological Concomitants of Academic Streaming in a Grammar School." in Cultural Relevance and Educational Issues: Readings in Anthropology and Education. Francis A. J. Ianni and Edward Story (eds.) Boston: Little, Brown and Col, 1973 (orig. pub. 1966).

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

217. Lacy, Colin. Hightown Grammar: The School as a Social System. Manchester: Manchester University Press, 1970.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
1. The Community and the school: an historical dimension
2. The development of the school
3. The present-day educational provision: its overall structure in Hightown
4. Differentiation and sub-cultural polarization
5. Elaboration of the model of sub-cultural polarization
6. The express steam: a developmental study
7. The home and school: some case studies
8. The staff and staff-pupil relationships
9. Conclusion

218. Leacock, Eleanor Burke. Teaching and Learning in City Schools: A Comparative Study. New York: Basic Books, 1968.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
1. Introduction
2. The Practice of Teaching
3. The Curriculum and Question of Values
4. Techniques of Classroom Management
5. Classroom Experience as Socialization
6. Socialization and Education in a "Double-Track" System
7. Classroom Goals from a Children's Point of View
8. Climate for Learning

Based on observations of four New York elementary schools, this author has studied teaching as seen within the context of socialization.

219. Leacock, Eleanor Burke. "Theoretical and Methodological Problems in the Study of Schools." in Anthropological Perspectives on Education. (eds.) Murray Wax, Stanley Diamond and Fred Gearing. New York: Basic Books, 1971.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

220. Lewis, Richard. "Participant Observation: A Research Technique for Studying Teachers and Classrooms", Research Report #7313, May 1972

The paper describes the research technique of Participant Observation in observing classroom teachers in an elementary setting. The rationale behind this research method is described and a six step process is suggested as a method. The method is then applied to a classroom situation to demonstrate how the technique is used and reports on the findings of this particular observation.

221. Lipton, Aaron and Elena Lesser. "Teacher Training at Stonybrook: A Model for Conflict." Journal of Teacher Education 29(6): 57-60, November-December, 1978.

This article discusses some of the problems which can arise between student teachers and their supervisors. The triad relationship of student teacher, supervisor and co-operating teacher is described and approached from a family perspective. What is causing the trouble in the relationship? It is believed that the essential beliefs of each person involved often clash and cause difficulties.

222. Lofland, J. Doing School Settings: The Qualitative Study of Human Interaction in Natural Settings. New York: John Wiley and Sons, 1976.

Contents:
Part I: Principles of the Qualitative Study of Interaction Strategies
Part II: Review of the Qualitative Studies of Interaction Strategies
Part III: Selected Qualitative Studies of Interaction Strategies

223. Lutz, Frank, and Laurence Iannaccone. Understanding Educational Organizations: A Field Study Approach. Columbus, Ohio: Charles and Merrill Publishing Company, 1969.

Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
1. Introduction
2. The Exercise of Power in Schools
3. Four Methods of Studying Power
4. The Tri-System Model
5. The Collection of Data
6. The Meaning of the Data
7. Writing the Research Report
8. Annotated Bibliography

This book presents methods to study and assess power in educational systems. The authors intended this book to be of value to both the student in educational administration and the practicing administrator as well.

224. Mead, Margaret. "The High School of the Future." in Cultural Relevance and Educational Issues: Readings in Anthropology and Education. (eds.) Francis A. J. Ianne and Edward Storey. Boston: Little, Brown and Co., 1973.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

225. Mead, Margaret. The School in American Culture. Cambridge, Massachusetts: Harvard University Press, 1950.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Educaiton and Anthropology.

226. Metz, Mary Haywook. The Exercise of Control in Two Midwestern Junior High Schools. March 1976. NIE Report.

Two Junior high schools serve as a focus for this ethnographic study where the issue of maintaining control is observed as it interacts with other funcitons of the school. It includes observations of relationships between student behavior and how a single teacher relates to different students; between behavior and policy and practices of the school principals and differences involving the total character of the school.

It is a detailed and lengthy description of the two schools and complexity of these interacting forces which create the total school atmosphere.

227. Miles, Matthew B. (ed.). "Some Properties of Schools as Social Systems." in Change in School Systems. Goodwin Watson (ed.) Washington D.C. National Training Laboratories, NEA.

Annotated in: Burnett, J. H. Anthropology and Education.

228. Moore, G. Alexander, Jr. "An Anthropological View of Urban Education." Education and Urban Society 1(4): 423-439, 1969.

Annotated in: Rosenstiel, A. Education and Anthropology.

229. Moore, G. Alexander. Realities in the Urban Classrooms: Observations in Elementary Schools. Garden City, New York: Doubleday, 1967.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:

Part I. The Peter Pan Public School
The School
The Top First Grade Class
Another First Grade Class
The Assembly
Part II: The Jules Verne Public School
The School
A Second Grade Class
The Guidance Office
Part III: The Henry the Navigator Public School
The School
The First Fourth Grade Class
The Second Fourth Grade Class
The Third Fourth Grade Class
The Last Fourth Grade Class
Conclusion

Drawing from selected observations of classes of three elementary schools in lower income areas of a large American city, the author examines classroom life in a number of aspects.

230. Mulhauser, Frederick. "Ethnography and Policy Making: The Case of Education." Human Organization 34(3): 1975.

Mulhauser who is presently on the research staff of the National Institute of Education argues that ethnographers "as judged within confines of the discipline" have little place in the national evaluation of education programs. He discusses the incompatibility of the substansive content of ethnographic research and the policy process at the national level after describing the nature of both ethnography and the policy process. A commentary section provides dialogue among professionals commenting on Mulhauser's essay.

231. Nobbit, George W. The Ethnographer In the School: An Examination of Epistemology and School Violence. (Unpublished paper presented at AERA Annual Meeting, 1978.

This article seeks to establish the significance of qualitative educational research as a major phenomenological approach to social research. He distinguishes this approach from "simple" observation and seeks to dispel many of the misconceptions a "mytho" regarding ethnographic research. The Safe School Study which used both quantitative and qualitative research is used as the backdrop for the paper.

232. Noranha, Raymond. "The Anthropologist as Practitioner: The Field of Development Aid." Anthropological Quarterly 50(4): 211-215, 1977.

Noranha of the World Bank discusses the role of the anthropologist in world development aid projects. He suggest three important roles for the anthropologist as a member of a multidiscipline team involved in development work: that of "synthesizer," "initiator," and "contributor." Suggestions are made for changes that must occur in the anthropological community if they are to play apart in the work of aid institutions.

233. Ogbu, J. The Next Generation: An Ethnography of Education in an Urban Neighborhood. New York: Academic Press, 1974.

Annotated in: Rosenstiel, A. Education and Anthropology.

234. Ortiz, Flora Ida. Socialization Processes of Central Office Personnel. Paper prepared for presentation at AERA Convention, 1979.

235. Palonsky, Stuart B. "Teacher Effectiveness in Secondary Schools: An Ethnographic Approach. High School Journal. 61(2): 45-51.

Descriptive ethnography is discussed as a tool in examining teacher effectiveness. Based on the assumption that teaching is more than a sum of behaviors that can be quantifiably evaluated by an outside researcher, the use of the participant observer technique is described as it was used in a bi-racial high school setting. Three sketches of teachers highly regarded by the students are included with general conclusions regarding the effectiveness of teachers.

236. Pentecost, Percy M. "The Changing Secondary Principalship: A Case Study." Journal of Secondary Education 46(2); 52-9, Febrary, 1971.

237. Ramsey, Margaret A. "The Administrator-Observer as Policy Maker." Education Administration Quarterly 11(1): 1-10, Winter 1975.

The author suggests that the anthropological approach of participant observation enables administrators to more effectively organize activities that involve decision making. This approach enables the administrator to identify important recurring variables and develop policies for future organizational operations. Also, the administrator can best use his position by viewing the school system and its participants as a microcosm within a larger system. In a sense this approach enables the administrator to assume a more assertive role through planning and policy making rather than just dealing with problems as they rise. Also, the anthropological methods afford more credibility and validity to educational research by basing the hypotheses on empirical educational reality.

238. Roberts, Joan I. and Sherrie Akinsanya. Schooling the the Cultural Context: Anthropological Studies of Education. New York: David McKay Company, Inc., 1976.

Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
Part I: Cultural Patternings of Education (1)
Part II: Culture, Community, and School (1)
Part III: Anthropological Analyses of Classrooms (7)
Part IV: Culture, Education, and the Individual (5)
Part V: Language and Cultural Learning (3)
Part VI: Educators From An Anthropological Perspective

239. Robinson, Philip E. D. "An Ethnography of Classrooms," in Contemporary Research in the Sociology of Education (ed.) J. Eggleston, London: Methuen, 1974.

240. Roney, James G. Jr. "A Case Study of Administrative Structure in a Health Department." Human Organization p. 346-352.

Roney, a senior Behavioral Scientist at Stanford Research Institute reports on this participant-observer study made by the director of a small community health department. As an anthropologist by training, the director sought to view the inner workings of a health department and use his findings to effect a more appropriate organizational structure. The report focuses on the relationships perceived by members of the staff regarding to whom and from whom they issued or received orders on an informal basis despite what the official organization chart depicted. The study was later presented to the staff with the effect of improving staff morale and with some changes being made in the official structure including increased interaction across division boundaries.

241. Sanday, P. R. (In Press) "Anthropologists in Schools: School Ethnography and Ethology." In Children In and Out of School: Ethnographic Perspectives in Education. P. Gilmore and A. A. Glatthorn, University of Pennsylvania Press.

242. Sarason, Seymour B. The Culture of the School and the Problems of Change. Boston, Massachusetts: Allyn and Bacon, 1971.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
1. The Plan of the Book
2. The School and the Outsider
3. University of School Cultures
4. The Modal Process of Change: A Case Report
5. The Modal Process of Change: An Example From the University
6. Programmatic and Behavioral Regularities
7. The Ecological Approach
8. The Principal
9. The Principal and the Use of "The System"
10. The Teacher: The Role and its Dilemmas
11. The teacher: Constitutional Issues in the Classroom
12. The Dewey School
13. The Problem of Change
14. The Basis for Hope

243. Schrag, Peter. Voices in the Classroom: Public Schools and Public Attitudes. Boston: Beacon Press, 1965.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
1. Mid-America Fair
2. Saving the City
3. Newton: University Pipeline
4. The Isolated World of Appalachia
5. Mainstreet in Dixie
6. The Good Life in California
7. The New Quest in Jeffco
8. The Open School

This book is an attempt to examine a variety of American public schools as social and cultural systems, based on interviews with members of the school and general community as well as personal observations.

244. Schultz, J. "It's Not Whether You Win or Lose, It's How You Play the Game: A Microethnographic Analysis of Game Playing in A Kindergarten/First Grade Classroom." Howard Graduate School of Education, 1976.

245. Sergiovanni, Thomas J. "Reforming Teacher Evaluation: Naturalistic Alternatives." Educational Leadership 34(8): 602-607, May 1977.

In this article the author examines the basic assumptions of present teacher evaluation practices and contrasts these with alternate practices. He advocates the "naturalistic" approach to evaluation which discovers and describes rather than determines and measures. He includes a detailed comparison of the technical/rational assumptions and practices. In addition, other practices which stress this naturalistic perspective are described and evaluated: clinical supervision, artifacts analysis (reconstruction of past situations) and portfolio development (collection of artifacts gathered for a purpose.)

246. Shaw, K. E. "Understanding the Curriculum: the Approach Through Case Studies." Journal of Curriculum Studies 10(1): 1-17, 1978.

In this paper the author reviews three types of case studies used in curriculum studies. The first category describes the event; it reports a problem and then specifies which steps were taken to address the problem. The second type focuses on how this even occurred. These analytical studies examine the stages and developments and then derive theoretical conclusions. The third category studies the process how changes are invented and brought about. This type studies the interaction processes of the participants in curriculum projects, and planning sessions and strategies.

This paper also gives a historical account of the movement to use the case study approach for curriculum studies. The three categories are described fully, using specific examples.

247. Simon, Elaine. "A Model for Anthropological Research in Urban Institutions." Paper presented at 73rd Annual Meeting of the American Anthropological Association, Mexico City, November, 1974.

Annotated in: Rosenstiel, A. Education and Anthropology.

248. Sindell, Peter S. "Anthropological Approaches to the Study of Education." Review of Educational Research 39:593-605, 1969.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

249. Singer, Henry A. Human Values and Leadership: A Ten Year Study of Administrators in Large Organizations. Human Organization 35(1): 83-87, 1976.

Beginning in the early 60's a 10 year study of key executives in large organizations was undertaken to study the changing values of people in high positions as they rise or fall in position status. This report by Singer draws from that larger report and attempts to give clues for identifying and selecting leaders by comparing values of the most successful to the less successful leaders. Comparisons regarding political affiliation, income level, social responsibility interests, forced reading and listening material, and other data are presented.

250. Singleton, John. "Education and Applied Anthropology: A Model for University-Community Collaboration." Paper presented at 73rd Annual Meeting of the American Anthropological Association, Mexico City, November, 1974.

Annotated in: Rosenstiel, A. Education and Anthropology.

251. Smith, Louis M. and Patricia M. Keith. Anatomy of Educational Innovation: An Organizational Analysis of an Elementary School. New York: John Wiley and Sons, 1971.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

252. Smith, Louis M. and Paul A. Pokland. "Grounded Theory and Educational Ethnography: A Methodological Analysis and Critique." in Educational Patterns and Cultural Configurations. Joan I. Roberts and Sherrie K. Akinsanya (eds.). New York: David McKay Company, 1976, pp. 264-278.

Annotated in: Rosenstiel, A. Education and Anthropology.

253. Smith, Louis M. "The Nature of Classroom Microethnography." in The Complexities of An Urban Classroom. New York: Holt, Rinehart and Winston, 1968.

Interaction between a middle class teacher and lower-class students is studied through an ethnographic approach.

Two researchers study the small social system of the classroom of which one of the researchers teaches. The behavior of the co-investigators, the nature of the field notes taken and the analysis of the data are described. Hypotheses regarding the relationship of the teacher-pupil interaction and educational achievement are discussed.

254. Smith, L. M. and P. A. Pohland. "Participant Observation of the CAI Program." in Education of Computer Assisted Instruction Program (ed.). H. Russell; St. Ann, Missouri: Cemrel, 1969.

255. Smith, Louis M. and William Geoffrey. The Complexities of An Urban Classroom. New York: Holt, Rinehart and Winston, 1968.

256. Smith, L. M. "The Microethnography of the Classroom." Psychology In The Schools 4: 216-221, 1967.

In observing a classroom of lower class students, ehtnographic research focused on how a middle class teacher and these students relate. The slum community, the school and the observed classroom are briefly described against the backdrop of critical methodological issues raised in the participant-observer method. Issues focused on include: a)"foreshadowed problems" or selectively guiding one's perceptions; b) the newness or novel situation where classical solution are not predetermined; c) "the attentive ear" for hearing new definitions of old problems as those being observed view it; d) the "interpretive asides where insights are noted in margins during data collection and the need for vivid and concrete data."

257. Solomon, Warren H., "Participant Observation and Lesson Plan Analysis: Implications for Curriculum and Instructional Research." (Presented at Symposium-"Participant Observation and Curriculum." AERA. New York, February, 1971.

This paper describes a participant observation study of a 4th grade classroom where collected field notes were analyzed to develop concepts and hypotheses regarding lesson plan objectives and lesson implementation. Analysis included the development of a lesson plan chart which reveals the needed and assumed inputs and outputs of lessons taught.

The author lays out the participant observer procedure used and describes the strong interplay of events in a classroom which influences lesson objectives.

258. Spindler, George D. Education and Cultural Process: Toward An Anthropology of Education. New York: Holt, Rinehart and Winston, Inc., 1974.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
Part I: Engagements Between Anthropology and Education (3 articles)
Part II: Education and Cultural Processes in Complex Modern Societies (9 articles)
Part III: Educational and Cultural Processes in Traditional and Modernizing Societies (6 articles)
Part IV: Approaches to the Study of Schools and Classrooms (4 articles)
Part V: The Teaching of Anthropology (5 articles)

259. Spindler, George D. (ed.) Education and Anthropology. Stanford, Calif.: Stanford University Press, 1955.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents: Papers and discussion from 1954 conference held under joint auspices of School of Education and Department of Anthropology and Sociology at Stanford and American Anthropological Association.

Section I: Introduction to Anthropology and Education
Section II: Models for the Analyses of the Educative Process in American Communities
Section III: The School in the Context of the Community. *The Method of Natural History and Education Research
Section IV: Notions on Learning Intercultural Understanding
Section V: Discrepancies in the Teaching of American Culture
Section VI: Culture, Education and Communications Theory
Section VII: The Meeting of Educational and Anthropological Theory
Section VIII: An Overview in Retrospect

260. Spindler, George D. "The Role of the School Administrator." in Education and Culture. George D. Spindler (ed.) New York: Holt, Rinehart, and Winston, 1963a.

Annotated in: Burnett, J. H. Anthropology and Education.

261. Tikunoff, W., D. C. Berliner and R. C. Rist. Special Study: An Ethnographic Study of Forty Classrooms of the BTES Known Sample. San Francisco: Far West Laboratory for Educational Research and Development, 1975.

262. Timdal, B. Allan. "Ethnography and the Hidden Curriculum in Sport." Behavioral and Social Science Teacher 2(2): 1-25, 1975.

Annotated in: Rosenstiel, A. Education and Anthropology.

263. Walker, Philip. "Problems of Analysis in the Ethnography of an Urban School: Report on a Sociolinguistic Study of Teacher-Student Interaction." Paper presented at the Northeastern Anthropological Society Annual Meetings, Potsdam, New York, April 1975.

Annotated in: Rosenstiel, A. Education and Anthropology.

264. Walker, Rob and Clem Adelman. Toward A Sociography of Classrooms. London: Center for Science Education, Chelsey College of Science and Technology.

Annotated in: Burnett, J. H. Anthropology and Education.

265. Warren, Richard L. "The School and Its Community Context: The Methodology of a Field Study." in Education and Cultural Process: Toward An Anthropology of Education. (ed.) George D. Spindler. New York: Holt, Rinehart and Winston, 1974, pp. 426-441.

Annotated in: Rosenstiel, A. Education and Anthropology.

266. Warren, Richard L. "Teacher Encounters: A Typology for Ethnographic Research on the Teaching Experience." Stanford Center for Research and Development, Mimeographed, 1968.

267. Wasserman, Miriam. The School Fix, NYC, USA. New York: Outerbridge and Dienstfrey, 1970.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
Part I: Power and Status in the Schools
1. The Appetite for Advantageous Education
2. The Educational Inputs and Outputs - Conventional Measures
3. Ordering the Adults
4. Grouping Pupils to Serve the Status System
5. Miss White's Second Grade
6. Blowing the Curve at the Bottom
7. A Well Ordered School: John Brown Jr. High

8. Loretta Tubman: "Being A Secretary Just Isn't Me"
9. Miles Randolph--"I Could Play Basketball. I Could Play Jive Cat."
10. Chaos Schools and Three Veterans

Part II: The Struggle for Power and Status
1. Rationale for Change: Decentralization and Community Control
2. The 201 Story
3. The UFT: Defenders of the Faith
4. Battle's Ending

Part III: The Struggle Against Power and Status
1. The Schools as Despotism
2. Resistance - And New Dialogues
3. Counter-Resistance-And Old Standards
4. The End of Inocence

Postlude: The School Fix, USA

Based on examples of New York Schools, author examines the current crisis of American Public education and explains the functions it performs and by what process it works.

268. Wax, Murray L. "Comparative Research Upon the Schools and Education: An Anthropological Outline." in Anthropological Perspectives on Education. Murray Wax, Stanley Diamond, and Fred Gearing (eds.) New York: Basic Books, 1971.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

269. Wax, Murray and Stanley Diamond, Fred Gearing (eds.). Anthropological Perspectives on Education. New York: Basic Books, 1971.

Relevant Chapters:
6. Handle With Care: Necessary Precautions in the Anthropology of Schools
10. The School as a Small Society
11. Is Education Possible?
13. Theoretical and Methodological Problems in the Study of Schools
14. The Interplay of Forces in the Development of a Small School System
15. Rhetoric vs. Reality: A Study of New York City High School Principals
16. Education, Modernization and the Process of National Integration
20. Comparative Research on School as Education

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

270. West, W. Gordon. "Participant Observations in Canadian Classrooms: The Need, Rationale, Technique and Development Implications." Canadian Journal of Education 2(3): 55-74, 1977.

271. Wolcott, Harry F. "An Ethnographic Approach to the Study of School Administrators." Human Organization 29(2): 115-122, Summer 1970.

In an attempt to provide insight into what it is like to be an elementary principal, Wolcott describes the method of ethnography as a research tool with great validity. He contrasts this method with the traditional census information, self reporting or questionnaire method which suggests the ideal or the factual but reveals little of the actual account of the life of an elementary principal. The three fieldwork methods (Zelditch) of 1) enumeration; 2) participant; 3) informant interviewing are discussed.

272. Wolcott, Harry F. "Criteria for an Ethnographic Approach to Research in Schools." Human Organization 34(2): 111-127, Summer, 1975.

Annotated in: Rosenstiel, A. Education and Anthropology.

273. Wolcott, Harry F. The Ideal World and The Real World of Reading: An Anthropological Perspective, 1972.

Author explores paradoxes in the ideal and the real word of teaching reading by contrasting normative behaviors with the ideal expected behaviors. Its major themes concern the cultural mileu's influence on reading and the affect of expectations on reading. The analysis presented suggests some of the ways teachers work against their own objectives in their attempts to teach reading.

274. Wolcott, Harry F. The Man in the Principal's Office: An Ethnography. New York: Holt, Rinehart and Winston, 1973.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:

1. A Principal Investigator in Search of a Principal
2. A Day in the Life
3. The Principal as a Person
4. The School and Community
5. What a Principal Does: Formal Encounters
6. What a Principal Does: Informal Encounters or Daily Routines
7. The Annual Cycle of Principal Strip
8. Maintaining the System: The Principal as Socializer
9. Maintaining the System: The Socializations of Principal
10. Behind Many Masks
11. Patience and Prudence

275. Wolcott, Harry. "Maintaining the System: The Socialization of a Principal." in Schooling in the Cultural Context (eds.) Joan I. Roberts and Sherrie K. Akinsanya, David McKay Company, Inc. New York, 1976.

Through an ethnographic approach, the author explores the processes by which the school principal is socialized into the educational cultural system. The article focuses on one elementary principal and studies many of the paradoxes of the principal position.

IV. Cross-Cultural and Comparative Ethnographic Analysis

These references focus on the application of ethnographic research and methodologies in studies of education systems of other societies/cultures, language/linguistics, and communication.

276. Anderson, J. A, Myer, T. P. and Donahue, T. R. "Ethnography and the Shpere of Effects." Paper presented to Mass Communication, Division of the International Communication Association, Chicago, 1978.

277. Bauman, Richard. An Ethnographic Framework For the Investigation of Communicative Behaviors In Language and Cultural Diversity in American Education. R. D. Abraham and C. Troike (eds.) Englewood Cliffs, N. J.: Prentice Hall.

The ethnography of communication deals with the observing of the variety of speaking behaviors in different cultures. In this article, Dr. Bauman demonstrates the usefulness of the ethnographic approach in the teaching of culturally different children. He urges more investigative research which seeks to see other cultures within American society in terms of their own culture language patterns. Bauman outlines what is involved in an ethnography of speaking and lists the relevant components which would be a part of the investigation.

278. Bernard, H. R. "Scientist and Policy Makers: An Ethnography of Communication." Human Organization 33:261-75.

279. Bock, Edwin A. "Improving the Usefulness of the Case Study in Political Science." An Introduction to the Science of Politics. Donald Freeman (ed.) Syracuse, NY: The Inter-University Case Program, Inc., November, 1970.

Present and possible future usefulness of the case study in political science.

Topics included:
1. Genealogical Influences
2. The Range of Political Science Cases in the 60's
3. Definition and Distinctive Qualities
4. The Main Usefulness of the Case Study
5. Exploration, Discovery, New Hypothesis - The Problem of the Remarkable Case
6. Other Research Contributions
7. Achieving Larger Usefulness
8. More Significant Cases

280. Burling, Robbins. "Linguistics and Ethnographic Description." American Anthropologist 71(5): 817-827, 1969.

281. Darnell, Reyna and Dell Hymes and Joel Sherzer. Field Guide for Ethnographic Study of Speech Use. New York: Holt, Rinehart and Winston.

282. Erikson, E. H. "Observations on Sioux Education." The Journal of Psychology 7:101-156, 1937.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

283. Henry, Jules. "A Cross Cultural Outline of Education." Current Anthropology 1(4): 267-305, 1960.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

284. Hymes, Dell. "Ethnographic Monitoring." Paper for Symposium. Language Development in Bilingual Setting, Multilingual/Multicultural Materials Development Center, California State Polytechnic University, Pomona, California, March 1976.

285. Hymes, Dell. "Introduction: Toward Ethnographies of Communication." American Anthropologists 66(6): 1-34.

286. Hymes, Dell H. "Qualitative/Quantitative Research Methodologies in Education: A Linguistic Perspective." Anthropology and Education Quarterly 8(3): 165-76, August, 1977.

287. Ianni, Francis A. J. and Edward Storey. Cultural Relevance and Educational Issues: Readings in Anthropology and Education. Boston: Little, Brown and Company, 1973.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Contents:
Part I: Anthropology and Education: Some Relationships
Part II: Anthropology in Education
Part III: Anthropology of Education
-some General Approaches
-some Specific Analysis
Part IV: Education in Other Cultures
Part V: Anthropology and Education: Some Issues

288. Katz, Lee. Participant Observations of Soviet National Planning in Education, April, 1972.

The paper synthesizes the information obtained through an observational tour of an education delegation to the Soviet Union. It focuses on national planning in the context of educational goals, methods of planning and mechanisms of implementing desired change in the education system as they were observed by the delegation.

289. Paredes, J. Anthony. "New Uses for Old Ethnography: A Brief Social History of a Research Project With Eastern Creek Indians or How To Be an Applied Anthropologist Without Really Trying." Human Organization 35(3): 315-321, 1976.

The author discusses the social value of ethnography and the development of an applied anthropologist against the backdrop of the Eastern Creek Indian community near Atmore, Alabama. The data generated by Paredes after his ethnographic research work with this community was comprehensive in scope and utilized community leaders in the design of

the survey instrument. It became instrumental in linking issues as perceived by the community to resources that benefited their cause. The broader social meanings of ethnographic research are discussed as a means for enabling community self-appraisal and analysis.

290. Price, John A. "An Ethnographic Approach to U. S. and Canadian Indian Education." Canadian and International Education 3(2): 99-115, December, 1974.

291. Singleton, John. "Cross-Cultural Approaches to Research on Minority Group Education." Journal of the Steward Anthropological Society. 2: 35-50, 1970.

Ethnographic research is proposed for creating strategies for achieving a better understanding of Educational processes related to sociably disadvantaged minority groups. The roles of the schools and formal organizations in cross-cultural socialization are seen as having the potential for being key in achieving social justice for disadvantaged minority youth.

292. Singleton, John. "The Ethnography of a Japanese School: Anthropological Field Techniques and Models in the Study of a Complex Organization." in Educational Patterns and Cultural Configurations: The Anthropology of Education (eds.), Joan I. Roberts and Sherrie K. Akinsanya. New York: David McKay Company, 1976, pp. 279-88.

Annotated in: Rosenstiel, A. Education and Anthropology.

293. Singleton, John and Kazukimi Ebuchi. The Study of Japanese Education. Rice University Studies 56(4), 1970.

Annotated in: Burnett, J. H. Anthropology and Education.

294. Kneller, George. Educational Anthropology: An Introduction. New York: John-Wiley and Sons, 1965.

Annotated in: Burnett, J. H. Anthropology and Education. New Haven: HRAF, 1974.
Rosenstiel, A. Education and Anthropology: An Annotated Bibliography. New York: Garland Publishing, Inc., 1977.

Contents:
1. Anthropology, Culture, Education
2. Theories of Culture
3. Man, Culture, Personality
4. Education in Modern and Primitive Societies
5. Education and Cultural Change
6. Education and Discontinuity
7. Education and Cultural Values
8. Curriculum and Teacher in Cultural Perspective

295. Valentine, Charles A. and Betty Lou Valentine. "Ethnography and Large Scale Complex Socio-Cultural Fields: Participant Observations from Multiple Perspectives in a Low-Income Urban Afro-American Community." (Presented at Annual Mtg. of the American/Anthropological Association, New Orleans, LA, November 1969.

This study deals with ethnographic and other methods which have been used in U. S. Afro-American Urban Communities with the contention that the ethnographic method of inquiry is best suited for producing answers to basic questions regarding the role and position of the black man in American society.

Researchers lived in the community, participated in all community activities and experienced the impacts of social forces and various institutions on the community. Data were gathered from many of the institutions serving the community.

296. Williams. T. R. Field Methods in the Study of Culture. New York: Holt, Rinehart and Winston, 1967.

297. Wilmott , P. The Evolution of a Community: Study of Dagenham After Forty Years. London· Routledge and Kegan Paul, 1963.

298. Wolcott, H. A Kwaikuitl Village and School. New York: Holt, Rinehart, and Winston, 1967.

Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

V. Ethnographic Perspectives to Social Problems and Issues

Several entries deal with ethnographic studies of current problems in schools such as violence and desegregation. Other entries include ethnographic research on problems and issues such as community drug addiction, women's rights, and education in prisions.

299. Agar, M. Ripping and Running: A Formal Ethnography of Urban Heroin Addicts. New York: Seminar Press, 1973.

Contents:
1. Ethnography and the Addict
2. Ethnography and Cognition
3. Methodology
4. Some Informal Preliminaries
5. The Events in Process
6. Decision Making in the Streets

300. Becker, H. S. "Social Observations and Social Case Studies." Sociological Work. Transaction Books, 1976.

301. Blake, Sallie; Jane Casselman; William Baker; Ernest Guest; Thomas Palmeri. "The Holmesburg Project: A Case Study in Community." Journal of Research and Development in Education 5(3): 94-5, Spring, 1972.

This article describes the case study in which an English 100-101 course was taught for college credit in Holmesburg Prison. Unlike other case studies, this one consists of four different accounts, presented by two teachers, (from the community college), the Director of Volunteer Services for Philadelphia prisons, the Director of Humanities and Applied Arts at the Community College of Philadelphia, and an inmate teaching assistant. In bringing together these distinct but related perspectives, the authors can present a holistic view of the program. In the process their work reflects the purpose of the program. Wherever a member of the community may be at anytime and whatever his learning needs at that moment, when brought together, the community college is able to assist.

302. Cassell, Joan. A Fieldwork Manual for Studying Desegrated Schools. Washington, D. C.: NIE, 1978.

303. Cassell, Joan. A Group Called Women: Sisterhood and Symbolism in the Feminist Movement. New York: David McKay.

304. Clark, Woodrow W., Jr. "Violence as an Event in the Context of Public Schools." Paper presented at the Ninth International Congress of Anthropological and Ethnological Services, Chicago, Mouton Press, August- Sept.

305. Clinton, Charles A. "Educational Change in Rural America: A Case Study." Human Organization 37(4): 384-389, 1978.

A rural community's residents are described as they reached goal consensus in effecting a better quality of life for their community. Data are presented illustrating how local citizens used their power through the local formal political structures to shift the economic base and services offered to their community. Primary focus is given to the educational shifts that occurred due to the county's decision making ability. From an ethnographer's point of view the essay illustrates the necessity of understanding the local context into which change efforts are introduced.

306. Collins, Thomas W. "Reconstructing A High School After Court-Ordered Desegregation." Memphis, Tennessee: Dept. of Anthropology, Memphis State University, 1977.

This paper used observational and interview techniques to analyze the student subsystem in an urban high school in Memphis, Tennessee as it was adjusting to its court-ordered desegregation. The focus is on the boundaries that separate races particularly in the extracurricular dimensions of school life.

307. Collins, Thomas W.,Noblit, George W. "Stratification and Resegregation: The Case of Crossover High School,"Memphis, Tennessee.

This study describes an ethnographic investigation of a desegregated high school in Memphis, Tenn. Ethnographic methodology is described and the city and particular school setting are looked at in terms of their effect on school desegregation there. One section focuses on the administrative subsystem and the experiences of the school under two different principals. Recommendations are made which will make desegregation more successful in other schools.

308. Deslonde, James L. "The Ethnographer in the School: An Examination of School Violence and Crime." NIE (HEW), Washington, D.C,, 1978.

An essay on the note of ethnographic research in education which then focuses on an ethnographic approach to a study of violence and vandalism in "Bayside" Jr. High School. Ten other schools 4,000 mail surveyed schools, and 642 on site surveys comprised the full study. The paper looks at teachers, community, student and administrative factors which influence the problems within the school and identifies major contributors and possible solutions to the deterence of crime through this ethnographic approach.

309. Fitzsimmons, S. J. and P. C. Wolff, A. Freedman (eds.). Rural America: A Social and Educational History of Ten Communities. Vols. I and II. Cambridge, Massachusetts: Abbott Associates, Inc., 1975.

310. Gianotta, Frank. "Alternative Schools and the Community: Anthropological Aspects of Educational Evaluation." Paper presented at the 73rd Annual Meeting of the American Anthropological Association, Mexico City, November, 1974.

Annotated in: Rosenstiel, A. Education and Anthropology.

311. Glazer, M. "Fieldwork in a Hostile Environment - A Chapter in the Sociology of Social Research in Chile." Comparative Education Review 10(3): 367-76, October, 1966.

312. Hanson, E. Mark. "Field Research Methodology and Study of Latin American Ministries of Education." (prepared for AERA presentation, 1979).

Modernization of the organizational and administrative infra structure are crucial to the development process of third World Countries. In order to effectively improve management structures, careful research must be done regarding how they currently work or don't work.

Field study methodology is used to study the existing patterns of organization in Ministries of Education in Latin American Countries. A methodological framework of inquiry is suggested which facilitates the activities of the researcher in investigating the workings of this very complex organization and in attempting to study major policy issues which reach from the top down through the hierarchial structure.

313. King, David C. "Using Case Studies to Teach About Global Issues: The Pros and Cons of Using Case Studies." Social Education 38(7): 657-8, November/December, 1974.

This article advocates the use of case studies but focuses on problems or potential misuses such as bias, overgeneralization, etc. The author also includes possible ways to deal with these problems. This article serves as an introduction for the four case studies that follow which focus on individual families living in poverty and threatened by hunger in different areas of the world.

314. Ottensman, John R. "Social Behavior in Urban Space: A Preliminary Investigation Using Ethnographic Data." Urban Life 7(1): 3-23, April, 1978.

In this study the author tests two hypotheses. First, patterns of social interaction are affected by social class, with the social relations of the working class being more territorially limited than those of the middle class. Secondly, the physical environment is important in shaping social behavior and that neighboring is promoted by high residential densities. Using ethnographic studies, the author examines these hypothesized relationships between social behavior in urban space and both social class and the physical environment.

The findings were both strong and inconclusive. High degrees were convincingly related to both a high-density urban environment and a lower or working class population. But, due to the equally strong relationship between class and environment within the sample of areas considered, the individual effects of these factors could not be distinguished.

The author found ethnographic reports of life within sub areas of cities as useful sources of data for testing hypotheses about the behavior of people in urban settings. However, he also pointed out that if these studies are to be useful for comparative purposes they must cover a wide variety of areas.

315. Partridge, W. L. The Hippie Ghetto: A Natural History of a Subculture. New York: Holt, Rinehart and Winston, 1973.

316. Solloway, Irving H. James Walters, Laurence H. Snow. "An Anthropological Paradigm for the Study of Youth and Drugs." Youth and Society, 8(4): 359-388, June 1977.

In this paper the authors use the problem of drug addiction to exemplify the advantages of using an anthropological approach in addition to other contributions from the medical field and other social sciences. Using

past studies as examples the authors elaborate on the present study - the research methods; and the data source and analysis; also, they give detailed descriptions of data eliciting techniques, taxonomic analysis, componential analysis, research categories and the actual timetable.

317. Spradley, J. P. You Owe Yourself a Drunk: An Ethnography of Urban Nomads. Boston: Little, Brown and Co., 1970.

318. Vidich, Arthur; Joseph Bensman; and Maurice Stien. Reflections on Community Studies. New York: 1971.(originally published 1964)

319. Warren, Carol A. B. "Fieldwork in the Gay World: Issues in Phenomenological Research." Journal of Social Issues 33(4): 93-107, February, 1977.

320. Whithead, Tony. "Ethnography of Controversy: An Analysis of the Abortion and Salvaging of a Research Project, April, 1977.

This paper presents an argument for the involvement of anthropologists in potentially controversial issues. This particular issue focused on fertility attitudes of employed males who receive financial aid from Aid to Dependent Children. Ethnographic methods of observation and studying of the whole in relation to factors impacting on a system were used. Against the backdrop of this study, the author discusses the positive consequences of an ethnographic approach for studying urgent social issues as well as for studying the factors which led to previous failures or successes of similar studies.

VI. Additional Bibliographies

321. Bourch, Robert F. et al. "Randomized Field Experiments for Program Planning. Development and Evaluation: An Illustrative Bibliography." Evaluation Quarterly 2(4): 655-95, November, 1978.

This article is a cumulative bibliography concerning teacher training programs, curriculum innovation, instructional objectives, and educational uses of technology. Each section lists the titles of approximately 10-12 articles which appear to be very specific.

322. Burnett, J. H. and Sally Gordon and Carol J. Gormley. Anthropology and Education: An Annotated Bibliographic Guide. New Haven: HRAF Press for the Council on Anthropology and Education, 1974.

This bibliography focuses on the anthropological research done for both formal and informal education. The entries reflect a relationship between the field of anthropology of education with psychological anthropology, linguistics and comparative education. These references are drawn from interdisciplinary sources; many are case studies supplemented by a focus on the methodologies of ethnography.

323. Lindquist, Harry M. "A World Bibliography of Anthropology and Education, With Annotations." in Anthropological Perspectives on Education (ed.) Murray Wax, et al. New York: Basic Books, 1971.

324. O'Leary, Timothy J. "Ethnographic Bibliographies." in A Handbook of Method of Cultural Anthropology. Edited by Raoul Naroll and Ronald Cohen. Natural History Press, New York: 128-146.

325. Rosenstiel, Annette. Education and Anthropology: An Annotated Bibliography. New York: Garland Publishers, 1977.

This bibliography is based on twenty five years of teaching and research in the fields of anthropology and education. The included references reflect historical influences, current trends, theoretical concerns and practical methodology for anthropology and education.

326. Storey, Edward. Anthropology and Education: A General Bibliography. Georgia: Georgia State University, 1971.

327. Wolcott, Harry F. Field Study Methods for Educational Researchers: A Bibliography. Monticello, Illinois: Council of Planning Librarians, 1972.